

DOCUMENT RESUME

ED 317 033

FL 018 002

TITLE Framework for Languages.
INSTITUTION Texas Education Agency, Austin.
PUB DATE 89
NOTE 137p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
-- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC06 Plus Postage.

DESCRIPTORS Advanced Courses; Classical Languages; Class Size;
Cognitive Processes; *Curriculum Development;
Educational Objectives; Educational Technology;
Elementary Secondary Education; Evaluation Criteria;
Grammar; Honors Curriculum; Language Proficiency;
Lesson Plans; Modern Languages; Multilevel Classes
(Second Language Instruction); Prerequisites;
*Program Design; Program Evaluation; School
Districts; Second Language Instruction; *Second
Language Programs; Spanish Speaking; Staff
Development; State Standards; *Statewide Planning;
Student Evaluation; Teaching Methods

IDENTIFIERS *Texas

ABSTRACT

The Texas framework for modern and classical language programs in the elementary and secondary schools is intended to (1) establish a philosophy for a proficiency-based sequential language program; (2) outline the overall language program as specified in state rules and legislative mandates; and (3) describe expected student proficiency levels and suggested student objectives, instructional activities, and evaluation strategies. School district administrators may use the framework while writing new curriculum documents or revising old ones. Clarification and interpretation of state Board of Education rules may also help local administrators and practitioners better understand the purposes of language program components and details of implementation. After an introduction, the first section outlines the program philosophy, basic program goals and design at each school level, the elements of a proficiency-based curriculum, the role of advanced languages and nonsequential courses, and program evaluation. The second section addresses the curriculum development process, the role of state and district standards and procedures, lesson planning, and setting course goals and objectives. Proficiency descriptions are provided for three levels. Appended materials include scope and sequence matrixes for each school level and additional course and program planning helps. (MSE)

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FRAMEWORK for LANGUAGES



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The cover design uses the word *Welcome* to welcome students and teachers alike to a successful language instruction experience in Texas schools. The 12 languages represented are those most commonly taught in the state.

Framework for Languages

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Foreword

Framework for Languages provides guidance to administrators and language educators in Texas school districts as they develop and revise curriculum documents relating to instruction in languages other than English. The scope of the publication is limited to the basic sequential program: Levels I through III of a modern language and Levels I and II of a classical language, as described in Title 19, Chapter 75 of the Texas Administrative Code. Subsequent documents will address additional curriculum components for both sequential and non-sequential language programs.

W.N. Kirby
Commissioner of Education

TEXAS EDUCATION AGENCY

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Overview

Introduction

In recent years, legislation and State Board of Education rules have had a significant impact upon language programs in Texas schools. House Bill 246, passed in 1981 by the Texas Legislature, identified languages as a necessary component of a well-balanced curriculum and mandated that districts must offer students the opportunity to study languages. In implementing HB 246, the State Board of Education adopted rules requiring all school districts to offer Levels I and II of the same language. Further legislation in 1983 required the State Board to describe an advanced high school program and to provide a differentiated academic achievement record. The advanced high school program requires students to earn two units of the same language. While results of legislative and Board actions have increased language enrollments in Texas schools, they have been accompanied by other developments that have also caused a surge of student interest in language programs. Several major institutions of higher education in the state have established, reinstated, or strengthened entrance requirements. Numbers of language students, therefore, are increasing dramatically in almost all parts of the state and in almost all languages offered.

Other possible reasons for at least a part of the growth in language study also need to be considered. For example, recent reports by commissions and task forces, as well as numerous articles in the state and national press, have emphasized the need to study languages. The message is that languages should be offered and that courses should reflect increasing attention to oral language development for the modern languages. With proper instruction, students should reach certain minimum proficiency goals in a specified period of time.

The State Board of Education Rules for Curriculum (Title 19, Chapter 75, of the Texas Administrative Code) delineate the essential elements of instruction for languages in a proficiency-based curriculum. The six essential elements identified for a sequential program are (1) listening, (2) speaking, (3) reading, (4) writing, (5) culture, and (6) language. Each essential element is further broken down into several subelements to help districts establish a basis on which to develop student outcomes or objectives, effective instructional techniques, and valid evaluation strategies. These essential elements constitute the basic sequential program for languages (Levels I-III), one which will provide the basis for development of minimum functional proficiency in the skills. Other essential elements for advanced and nonsequential courses are also available. These additional elements are briefly described on pages 20-21.

The primary purposes of this framework are (1) to establish a philosophy for a proficiency-based basic sequential program in languages, (2) to provide a description of the overall language program as specified in State Board of Education rules and legislative mandates, and (3) to describe expected student proficiencies together with suggested student objectives, instructional activities, and evaluation strategies. School district administrators may use the framework as they write new curriculum documents and revise existing ones. In addition, the clarification and interpretation of Board rules relating to languages should help local administrators and practitioners better understand the purposes of the various language program components, as well as the details regarding implementation of such a program.

Program Philosophy

Two of the fundamental principles upon which successful language programs are based are that language is communication and that language programs have significant goals beyond understanding the structure of the language. While exercise and drill are necessary components of a basic program in languages, they must be viewed as stepping stones to the much larger purpose of functional communication. Language educators must consciously and purposefully relate each classroom activity to real-life situations. For example, a student of French may ask for directions on the Paris *métro*; a Latin student may read a poem of Catullus.

Furthermore, educators must provide students opportunities to practice the whole of language as well as its component parts. For students to be able ultimately to put the various parts of language together, they must have ample time to do so as a regular part of classroom instruction.

But who should study a second language? Certainly all students should have the opportunity and experience of learning another language. The elitist view of the past, that language study was exclusively for those preparing for college, is clearly inappropriate for any thinking citizen of the late 20th century. Indeed, all students should have significant contact with another culture and language at some point in their formal educational experience.

And why should students study another language? Beyond the obvious answer of gaining proficiency in another language, the benefits of language study are numerous: greater academic achievement in other areas of study—English vocabulary enrichment and skill transfer in reading English, for example; cultural enrichment; and increased facility in language learning. Long-range benefits of language study include enhancement of career opportunities when language study is combined with another skill area like business education; development of a global perspective in a shrinking world; and excellent preparation for further education or travel abroad.

When should language study begin and for how long should it continue? Nearly all research supports beginning study of a language as early as possible and continuing for as long as possible to gain at least elementary proficiency in the skills. In an ideal program, a student might begin in the elementary grades and continue through middle or junior high school into the high school years and beyond. Language educators consider completion of at least three levels of one language to be a basic program for attaining a minimum functional proficiency.

Which language should be chosen for study? No good case can be made for one language necessarily being preferred over another. A student's commitment or special motivation is sufficient to justify selection of a particular language. Smaller districts in Texas, however, can only realistically offer one language, depending on the qualifications of the available teachers. In Texas, because of its proximity to Mexico, students and administrators will often opt for Spanish language programs whenever possible to encourage increased knowledge of and communication with Spanish speakers and their culture.

For a language program to be effective and successful, it must be carefully planned. Administrators and teachers must first of all agree about the goals of the program. From the beginning, the goals must include a commitment to develop language proficiency, i.e., allowing students to function in roles they will encounter inside and outside the classroom walls. After goals are established, curriculum planners will be able to choose the appropriate objectives, instructional strategies, assessment instruments, and instructional materials. This framework attempts to provide a basis for such planning. While it is not exhaustive in detail regarding the curriculum development process, it includes discussion of the most significant components of curriculum documents and should assist curriculum writers at the local level.

Program Description

Although the language curriculum, through sequential and nonsequential courses, provides for the development of linguistic skills and an experience in the liberal arts, the primary purpose of this framework is to describe the basic sequential language program in Grades 1-12. At the end of this section, however, additional information is provided regarding components of the advanced language program and a nonsequential program in the secondary school.

The term **basic** takes on special meaning for languages as it applies to the sequential program. The development of the essential elements for languages was predicated on the students' completion of three levels of language study to achieve minimum functional proficiency. (This has been modified to two levels of study in the classical languages, because of their stronger emphasis on the reading skills and a lesser emphasis on the skills of listening and speaking.) Hence, the basic sequential language program refers to three levels of language study at some point along the Grade 1-12 continuum.

Basic Program Goals: The Essential Elements

Modern Languages

Goals of the basic program for modern languages, Levels I-III, are the following:

- 1) **Listening**—Skills and concepts that result in the understanding of most routine questions, statements, commands, and the gist of everyday conversations on nontechnical subjects.
- 2) **Speaking**—Skills and concepts that result in the ability to respond to most routine questions, statements, and commands, to speak intelligibly and use vocabulary sufficient to express oneself simply, and to discuss situations relevant to everyday life.
- 3) **Reading**—Skills and concepts that result in the understanding of most routine expressions learned orally and of nontechnical material on familiar subjects with the aid of references.
- 4) **Writing**—Skills and concepts that result in the production of essential messages and in the communication of everyday situations using basic constructions and simple vocabulary.
- 5) **Culture**—Concepts that result in knowledge and awareness of the history and culture of another people within a range of situations.
- 6) **Language**—Concepts that result in generalization about how another language operates and skills that result in the application of the language learning process to the study of other languages.

Classical Languages

The basic program consists of Levels I and II and reflects the State Board of Education rule that "for classical languages the essential elements for listening, speaking, and writing will not be as fully developed as for modern languages." Goals of the basic program for classical languages, Levels I-II, are the following:

- 1) **Listening**—Skills and concepts that result in the understanding of most routine questions, statements, and commands.
- 2) **Speaking**—Skills and concepts that result in the ability to respond to most routine questions, statements, and commands.
- 3) **Reading**—Skills and concepts that result in the understanding of most routine expressions learned orally and of nontechnical material on familiar subjects with the aid of references.

- 4) **Writing**—Skills and concepts that result in the production of essential messages, using basic constructions and simple vocabulary.
- 5) **Culture**—Concepts that result in knowledge and awareness of the history and culture of another people within a range of situations.
- 6) **Language**—Concepts that result in generalizations about how a language operates and skills that result in the application of the language learning process to the study of other languages.

Essential Elements for Sequential Courses

Throughout this guide, the essential elements will be treated individually to ensure that readers understand their purpose and to offer specific suggestions for instruction to allow each of the subelements to be properly addressed. Teachers understand, however, that virtually all classroom instructional activities do involve the integration of several skills and that attempts to isolate a particular skill for instruction are neither realistic nor productive. A classroom speaking activity, for example, will nearly always involve a listening task as well. While a teacher for instructional or evaluation purposes may concentrate principally on a single skill, implementation of such an activity will appropriately require students to have a certain amount of proficiency in a related skill.

In specifying the essential elements of the basic language curriculum in the early 1980s, Texas language educators made a number of far-reaching decisions. They concluded at the outset that all languages at all levels in a basic program would deal with the skills of listening, speaking, reading, and writing; hence, they established the first four essential elements. They then saw the need for the fifth essential element **culture**. They agreed that culture is an integral part of each of the four skills and cannot truly be separated from them. However, they decided culture also comprises a specific body of knowledge that needs to be separated out and addressed on its own. Likewise, the same Texas language educators agreed that, during the language learning process, students are consciously or unconsciously learning about the language and learning about how to learn a language. They saw the need to establish a separate essential element for **language**, thereby requiring a formal and explicit instructional approach that includes applied linguistics and the language learning process. **Language**, then, became the sixth and final essential element.

Among the subelements under each of the essential elements, one perhaps needs brief explanation to illustrate the emphasis on developing communication skills. Under the essential element of **language** in Level I, Subelement C states: "recognize errors as important to learning." Heretofore, language educators and students alike viewed errors by language students in the negative light of being obstacles to successful communication. Although teachers perhaps felt that they were encouraging students to communicate freely and to participate openly in all classroom activities, traditionally they more than likely reacted to every error immediately and demanded instant correction. This reaction stifled communication and conveyed quite clearly to students the message that if they were to say something, they should say it right or not say it at all. Inevitably, communication quantity waned, although perhaps quality increased, certainly contrary to the spirit intended for the language classroom.

Subelement C seeks to encourage, both implicitly and explicitly, students' realization that making mistakes is a necessary step toward "getting it right." The implicit message is that teachers need to allow and encourage the type of spontaneity that may produce many errors but effectively allows communication in the process. Teachers listen specifically for what students are communicating and note errors for generic correction at a later time. The explicit message is that students also need to be aware of errors, be willing to make them, and be willing to monitor themselves to profit from their own error analysis. For further information and suggestions relating to this subelement, see page 43. Specific activities discussed will better illustrate the function of the subelement.

Language educators occasionally ask, "Are the six essential elements equal in terms of instructional time to be allotted them? Are the subelements?" The answer to these questions is negative. As stated earlier, students should practice the four skills of listening, speaking, reading, and writing at every instructional level. For modern languages, students need focus on listening and speaking at the early levels so that they develop proper habits and good pronunciation and intonation. Later, teachers can carefully introduce and integrate the skills of reading and writing into classroom instruction. For classical languages, teachers will give the greatest emphasis to reading throughout the instructional sequence. The listening and speaking skills also play an important role for those languages. No one expects students to communicate spontaneously in Latin as they would in

a modern language. However, teachers should expect students to understand Latin words, phrases, and simple sentences, when heard orally, and to produce similar utterances with reasonably accurate pronunciation. In all languages, teachers must carefully guide all four skills at the beginning instructional levels.

All language educators must recognize the advisability and necessity of spending quality time on the listening and speaking skills in teaching modern languages. The major goals of most language students indeed relate to communicating orally in the language. Teachers must spend a maximum amount of time involving students in oral communication. Only then can students be expected to reach the minimum functional proficiency levels suggested by the end of the basic program.

For the essential elements of culture and language, teachers will present much of the material in conjunction with and as an integral part of the other essential elements. They will encourage students to strive for cultural and linguistic insights as a primary goal. Even in the early stages, they will help students understand that learning a language is more than learning words and grammar rules. Such learning implies that students learn about the culture (its history, arts, geography, daily life patterns, etc.) and that they learn to interact in a meaningful way with members of the other culture. Success, of course, requires that teachers be up-to-date about current methodological trends and innovative instructional activities that can be used to reach their own goals and those of their students. Effective and continuing staff development specifically designed for language teachers will always be necessary. Such training helps teachers acquire appropriate knowledge and motivation to provide the kind of quality instruction all language students need.

Elementary Program

A resurgence of interest in elementary school language programs is apparent throughout the United States. It is expressed by school administrators and parents at the local level as well as by members of official bodies such as the Council of Chief State School Officers. Once again, as in earlier decades, society recognizes the need for students to learn another language. Because young students exhibit special aptitude, motivation, and receptivity for language learning, elementary school represents a valuable opportunity for students to develop cultural awareness and to begin to gain a degree of proficiency in another language.

State Board rules specifically encourage districts to offer a language program in the elementary grades as part of a well-balanced curriculum. Beginning a language program in Grade 1 and extending it through Grade 6 to allow student mastery of the essential elements for Level I is especially desirable. In this option, instructional planners should schedule 15- to 20-minute sessions at least three times weekly. In a second recommended option, a district may schedule 30-minute sessions daily, introducing the program in Grade 4 and continuing through Grade 6. This program also will allow students to master the Level I essential elements. District administrators offering such programs at the elementary level should consult matrices that illustrate the suggested introduction of essential elements and subelements over time. (See Appendix A,B.)

In the primary grades, there is a heavy emphasis on the oral skills, chiefly because reading in another language should not be introduced until children have learned to read their native language. In the longer class sessions of the Grades 4-6 program, teachers introduce all six essential elements almost immediately but subelements at various points of the three-year sequence. This latter procedure is based on the knowledge that students in the intermediate grades are intellectually ready for a balanced presentation of skills. Beginning in 1988, textbooks are available in Spanish for both of the options detailed above. Elementary textbook adoptions in the foreseeable future will probably not be extended to languages other than Spanish because of the comparatively small numbers of students currently enrolled. District educators considering offering a language program in the elementary grades should consult Appendix C for various time allotment possibilities at those grade levels.

A well-planned and well-articulated sequence is perhaps the most important characteristic of elementary programs. Teachers representing all instructional levels of the district, not just Grades 9-12, need to be actively involved in the development of the local curriculum guide. Their involvement ensures at least an attempt to achieve some uniformity in instructional approach and methodologies. If language study does begin in the

elementary grades, students need to be grouped as they pass from one level to another or one school to another in the district. They should not be combined with beginning language students after successfully mastering the essential elements of a previous level.

Middle School/Junior High School Program

Students with a background of language study in the elementary grades should be grouped together to allow them to continue development of their skills within the sequential language program. Students who complete Level I in the elementary grades, then, will master the essential elements of Level II by the end of Grade 8.

Students beginning the sequential program at the middle or junior high school should be able to master the essential elements of Level I before Grade 9. The essential elements of Levels I or II are usually taught over a two-year period at Grades 7 and 8. Those students beginning Level I of a language in Grade 7 will typically master the essential elements of that level by the end of Grade 8, spending two years of time for the one level of language. Since students in seventh and eighth grade typically have class periods of only 45 minutes duration and because of their relative lack of maturity, districts are obliged to spread the content of a level of language over two years. This procedure would also apply to those students who have mastered the essential elements of Level I in the elementary grades. They would be required to spend the two years in Grades 7 and 8 mastering the essential elements of Level II. Exceptions are as follows:

- Students begin Level I in Grade 8, and the daily class period is 55 minutes or more.
- Students begin Level I in Grade 8, the class is composed of language-gifted students, and daily class periods are 45 minutes or more. Local school districts may require the students to pass a districtwide test to ensure they can demonstrate Level I proficiencies.
- Students begin Level I in Grade 7 in the spring and complete it in the spring of Grade 8, making a three-semester program. The daily class periods are 45 minutes or more.
- Students complete Level I in Grade 7 and Level II in Grade 8. The daily class period is 55 minutes or more, and the students are language-gifted. Local school districts may require the students to pass a district-wide test to ensure they can demonstrate Level II proficiencies.

One of the most common questions about the language program in Grades 7 and 8 relates to the awarding of credit. State Board rules provide that students completing Level I or Level II of a language in those grades receive state graduation credit to be placed on their academic achievement record. This credit counts toward satisfying the units of a language required for the advanced high school program in Grades 9-12. The credit allows students additional elective selection in Grades 9-12 and serves as motivation for students to do advanced language study in high school. Texas colleges and universities accept credit earned in Grades 7 and 8 in any language; this credit may be used to satisfy all or a portion of the language entrance requirement, if such a requirement exists. For instructions on recording high school credit earned in Grades 7 and 8, see Bulletin 742, *State of Texas Academic Achievement Record*.

Articulation between the programs in Grades 1-6 and those in Grades 7-12 and cooperation among teachers on different campuses are of paramount importance. If students' communicative proficiency is indeed a principal goal of the program, both staff development and staff communication should support this goal. The overall program, the curriculum documents, and the objectives themselves need to be reviewed frequently against perceived and concrete results. If district personnel carefully analyze the strengths and shortcomings of the program and base changes to be made on these findings, a stronger program will result. Once again, students should never be required to begin again a language sequence when they have already successfully completed a portion of that sequence.

All teachers of middle or junior high school language programs should consult the matrices in Appendix D to understand the scope and sequence provided for such a program in those grades. Careful study will enable teachers to do effective instructional planning as to which essential elements and subelements to introduce and at what point.

Language textbooks are currently adopted by the State of Texas for Grades 7-12. After September 1989, separate texts may be available for Spanish, Grades 7 and 8. In languages other than Spanish, the call for textbooks will continue to be for Grades 7-12 until such time that enrollments in those language courses justify separate texts for Grades 7-8.

High School Program

High school students who are continuing a sequential language program begun in Grades 7 and 8 must be placed at a level appropriate to their previous studies. Students who have successfully completed Level I in Grades 7 and 8 should be placed automatically in Level II in the high school. Likewise, students having completed Level II before Grade 9 should be placed automatically in Level III in high school. Students who have proficiency in the four skills of a second language yet who have not studied that language formally and students who have studied a language formally but have received no credit for whatever reason may wish to receive credit via advanced placement examinations or credit by examination procedures. In brief, the advanced placement policy requires a student to pass an achievement test approved by the State Board of Education and score at or above the 90th percentile as reflected by the national norms established by the test. At that point, the school district is obliged to test the student once again to determine whether he or she has scored a grade of 70 or above, indicating mastery of the Texas essential elements. Districts that allow credit by examination provide a test by which students who have had prior instruction must demonstrate mastery of the essential elements, scoring at least a 70 on the local measure of assessment.

Students beginning a language in Grade 9 will have the opportunity to develop a minimum but demonstrable functional proficiency in the basic three-level program. (Again, two levels of a classical language comprise the basic program, rather than three.) Therefore, in Grades 9, 10, and 11 (or 10, 11, and 12 for those students beginning the program in Grade 10), students master the essential elements of Levels I, II, and III of the language studied.

As specified in State Board rules, all Texas school districts are required to offer at least two levels of one language on a yearly or alternating basis. If 10 or more students indicate an interest in studying languages (where no language is currently being taught) or if a student needs the language course to graduate, the district must offer and teach a language with a teacher certified in that area. Where fewer than 10 students indicate interest in studying a language (and no language is currently being taught), the school district must still provide this instruction but may use one of several alternative delivery systems to fulfill the requirement. Among the acceptable alternative delivery systems are: satellite instructional programs sponsored by selected regional education service centers, correspondence courses offered by such institutions as The University of Texas at Austin and Texas Tech University, completion of courses at local institutions of higher education for high school credit. Those students interested in pursuing the correspondence or distance learning options should be cautioned that they will not develop the oral skills to the same degree as in a regular classroom situation. Daily classroom opportunities to practice the language orally with the teacher and other students are the only effective ways to develop oral skills. For additional information on these and other options, consult Appendix E or contact the staff of the Section for Languages at the Texas Education Agency.

All students receive identical diplomas. The academic achievement record reflects completion of the high school program, the advanced high school program, or the advanced high school honors program. Students completing the minimum 21 units (or more as required by the district) will meet requirements of the high school program, which requires no language courses. Students in the advanced high school program will complete 22 units (or more as required by the district). Among the 22 required units are two years of one language. Work successfully completed in Grades 7 and 8 will count toward completion of the language requirement and will

also count toward the 21 or 22 required units. Those students wishing to complete the advanced high school honors program are required to complete 22 units, including five units designated as honors courses by the board of trustees and approved by the Texas Education Agency. This program also requires two years of a language.

For the scope and sequence of the basic three-level language program at the high school level, see the matrices in Appendix F. The matrices suggest introductory points for implementing the essential elements and subelements as well as the length of time these elements are to receive instructional emphasis.

A Proficiency-Based Curriculum

Students are to develop proficiency in the language they are studying, according to program goals discussed on pages 5-7. Therefore, language educators must provide a proficiency-based curriculum. They must keep development of language proficiency uppermost in mind whether their students are in the elementary program, the middle or junior high school program, or the high school program. Simply stated, a curriculum written in proficiency terms describes what students will be able to do with the language. Achievement, which is different from proficiency, is also important for students; that is, students should be able to demonstrate mastery of the body of knowledge that is the content of instruction in a course or a level of language study, for example. But more than that is sought. Neither students nor teachers are ultimately satisfied when some communicative proficiency is not achieved. In the past, many students have been disappointed at the end of language programs at not being able to "do" anything with what they have learned. Teachers are frequently mystified that what has been taught has not necessarily been learned, and further, that students are not able to put language instruction to practical use. The goal is to provide the avenues by which students and their teachers can arrive at a mutually agreed upon level of performance in proficiency terms.

Proficiency is a principle upon which educators organize effective instruction; it is not a methodology in itself. All pedagogical strategies will be acceptable if they lead toward proficiency development. Further, at the local level, curriculum developers need to ensure that they organize, describe, and delineate a realistic and meaningful learning sequence for all levels for use by all teachers in the district.

What are the direct implications for the classroom teacher as to the day-to-day instructional approaches for a proficiency-based curriculum? How does proficiency translate into changing what traditionally was done in the language classroom with what needs to be done? These questions touch at the heart of the matter. It is not true that doing manipulative drills, even conjugating verbs, is no longer ever appropriate in the classroom. Simply, what is done must be consciously related to proficiency goals. Students, for example, must not learn past tense verb forms with the ultimate goal of doing well on a verb conjugation test later in the week. Nor must they learn those forms to be able finally to use them in a "fill in the blank with the appropriate form of the verb" test. Having students participate in manipulative drills and conjugate verbs may move them toward mastery of a concept. However, more important is putting that concept to work. Teachers must think ahead to the kinds of communicative acts such as being able to narrate and describe in the past tense for the essential element of speaking that students will be expected to perform later in the course of study. If the desired outcome for students is to be able to do a particular thing such as order a simple meal in a restaurant in another culture, they must have the opportunity to practice doing that at some point in the learning sequence. Clearly, students must learn the vocabulary first and internalize appropriate structures and cultural referents, but all of this must lead to practice of what they are to be able to do.

In working with the curriculum, teachers must also understand the notion of conceptual, partial, and full control of linguistic structures. Teachers may find it frustrating to know, on the one hand, that students at the end of Level I will be dealing in oral proficiency terms only with the present tense and, on the other hand, are presented with the past tense fairly early in some Level I textbooks. This need not be counterproductive. In the early stages of language learning, students will have only a conceptual understanding of the past tense. They are aware it exists, and they know a past tense form or two. Later on, they begin to develop partial control of the tense with a fairly good knowledge of correct forms and conscious efforts to put those forms to use in real communication. Finally, and perhaps much later, they are able to sustain the use of the past tense in narration and description, hence possessing full control of the structures.

With this knowledge of conceptual, partial, and full control, teachers should find it somewhat easier to work with the content of the textbooks and adapt them for profitable and realistic use with students. Structures must be introduced again and again over time during the language sequence to allow students' movement from one stage of control to the next. This progression allows a kind of cyclical or spiral syllabus, a gradual acquisition by students of the various language functions. In the past, with grammar-bound textbooks, most structures, chapters, and units have been treated identically in terms of time. Teachers must be able to pick and choose those structures for the various levels of control needed to develop proficiency.

Perhaps the most important question remains: What proficiencies should teachers be expected to seek for their students in each of their classes? In the early 1980s, the American Council on the Teaching of Foreign Languages published *The ACTFL Proficiency Guidelines*. (See Appendix G.) The guidelines were developed as a direct result of a presidential commission that recommended the creation of proficiency goals for all levels of language instruction and with special attention to the development of oral language proficiency. ACTFL and the Educational Testing Service Institute have adapted proficiency descriptions from those of the Foreign Service Institute, which has been in existence for more than 30 years, to the academic setting. The guidelines describe proficiencies from "novice" level or elementary proficiency to "superior" or full professional proficiency. Texas language educators across the state took the guidelines and adapted the proficiency descriptions to the various levels of the specified Texas curriculum. The result is an initial attempt to describe expected levels of proficiency in each of the four skills, plus an effort to offer descriptive statements about the skills and knowledge students are to develop and acquire in the essential elements of **culture** and **language**. These descriptions are in no way prescriptive. The statements represent the best judgment as to what ought to be expected in each of the essential elements at each of the levels. These statements appear in composite form in Appendix H for Levels I-III of modern languages and throughout pages 35-75 where specific activities and evaluation strategies are suggested for instruction. For the proficiency statements for classical languages, Levels I-II, see Appendix I.

The Role of Grammar

The cliché that "teachers teach as they were taught" relates perhaps primarily to the role of grammar in language classrooms over the years. For decades, some teachers have taught grammar for grammar's sake, with little or no time devoted to allowing students to practice using the language for reinforcement of grammatical structures studied. Until recently, teachers often made little distinction between learning a modern language and learning a classical language, for example. While teachers may appropriately emphasize the reading skill in teaching classical languages, they should not limit modern language study to that skill in a curriculum that addresses all language skills.

Students' analysis and application of grammar rules have often been the prevailing activity in language classrooms, reinforcing the belief of many that language study is nothing more than a rigorous form of mental discipline. Teachers today must work to prevent a continued overemphasis on grammar in programs that stress development of overall linguistic proficiency. They must refocus their efforts to place the students learning grammar in a role subservient to that of their functioning in real life tasks. Grammar will remain essential but only as it aids students in realizing a particular functional objective. To be able to refocus entails the willingness and necessity at times for teachers to abandon, adapt, and supplement the exercises, activities, and grammatical presentations of the textbook they use. Teachers' reliance on a particular text could result in their ceding all curriculum development and local objective formulation to an external grammatical syllabus. Grammar, therefore, must support the functional tasks at the center of the curriculum and not be an end in itself or the sole focus of any particular lesson, unit, or textbook.

Methodologies

This framework does not dictate or prescribe the methodology to be used for effective language instruction. Each teacher who understands and supports the development of a proficiency-based curriculum will use any number of instructional approaches that contribute equally to developing proficiency. While no specific methodologies currently used in classrooms and discussed in the professional literature are detailed here, teachers should be aware that a multitude of such methodologies exist. A sampling is listed below, and all language teachers interested in learning more about any of them are encouraged to consult their professional journals, college or university libraries, or the staff in the Section for Languages at the Texas Education Agency for further details.

Some methodologies for instruction in a second language include:

- **Total Physical Response.** Listening comprehension is emphasized before speaking is expected. Oral commands are used, and students carry out the actions requested. Students begin to speak naturally after the language is internalized. The second language is used exclusively in the classroom. Noted psychologist James J. Asher developed the method.
- **The Natural Approach.** Vocabulary acquisition and immediate oral production are primary components. Structure is learned systematically outside the classroom with teacher feedback. Grammatical accuracy is deemphasized throughout speech production. Tracy Terrell, professor of languages at the University of California, San Diego, is the author of the method.
- **The Silent Way.** Learners are largely responsible for their own language acquisition using inner resources as they constantly test hypotheses for accuracy. Colored Cuisenaire rods are used to introduce the language and its structures, and teachers then test for comprehension, but at that point the teachers leave most of the language production and monitoring to the students themselves. Psychologist and expert in language learning theory, Caleb Gattegno, developed the method.
- **Suggestopedia.** Atmosphere and physical environment are all-important so that students are relaxed and comfortable and thus more receptive to language input. Input consists of lengthy dialogues by the teacher with volume, speed, and inflection changing according to the background music. Students then role-play and practice the language they have been exposed to. Georgi Lozanov, the Bulgarian psychotherapist and physician, is the author of the method.
- **Community Language Learning.** The teacher is a passive counselor, providing language so that the learners may talk about whatever they have chosen to discuss. Learners (less than a dozen) are in a circle with the teacher outside the circle to provide help when needed. The teacher translates what a first student wants to say in the target language, encourages repetition, then provides translation of a response volunteered by another student. Eventually, free interaction develops. Charles Curran, an influential psychologist of recent years, originated the method.
- **Audiolingual Approach.** Students overlearn patterns and authentic language by repetition and without attention to how or why the language is the way it is. Grammar discussion is minimal and oral language is emphasized over written language. All efforts are to make the learning of a language unconscious, and the order of learning is the same as for the native language: listening, speaking, reading, writing. Robert Lado, a highly respected linguist, is associated with the development of this method.
- **The Direct Method.** Students learn by exposure to large amounts of authentic language and by direct association of vocabulary and structures with concrete objects and actions. There are no translations or use of the students' native language in the classroom. Grammar is learned by practice rather than by example. Charles Berlitz and Otto Jespersen, whose work in linguistic theory is of particular note, have been the primary advocates of this method.

A significant instructional approach that permeates many of the methodologies is the functional-notional syllabus. This approach takes the focus off grammatical structures. Instead, it emphasizes the **functions** or tasks language learners will be expected to perform and the **notions** or the content areas on which these functions will be based. Grammar and vocabulary study remain important, but they begin to relate to the purpose of communicating in the language. Thus, students' communicative acts and interchanges involving sociolinguistic use of the language become the necessary focus of classroom behavior. The following excerpts are from the New York State Education Department syllabus for languages, *Modern Languages for Communication* (1987). They show a broadly based listing of functions that can be applied to any communicative situation and a comprehensive list of content areas on which the teaching for these functions may be based.

Functions (tasks)

- Socializing
 - greeting
 - leave-taking
 - introducing
 - thanking
 - apologizing

- Providing and obtaining information about:
 - facts
 - events
 - needs
 - opinions
 - attitudes
 - feelings
- Expressing personal feelings about:
 - facts
 - events
 - opinions
 - attitudes
- Getting others to adopt a course of action by:
 - suggesting
 - requesting
 - directing
 - advising
 - warning
 - convincing
 - praising

Topics (content areas)

Personal Identification: age, nationality, address and telephone number, family, occupation, place and date of birth, height, weight, complexion, facial features, body shape, character, personality likes and dislikes, tastes and interests

House and Home: house, apartment, identification, size/function, furnishings, garden/terrace/balcony

Family Life: family members, activities

Community/Neighborhood: common activities, local stores/facilities, recreational opportunities

Physical Environment: big city, small town, village, suburb, country, geography of area, seasons, temperature/precipitation/wind, opportunities for recreation and entertainment

Meal Taking, Food, and Drink: everyday family fare, regional and national specialties, fast foods, food and drink preparation, regular family meals, eating with friends/relatives, eating out

Health and Welfare: identification of parts of the body, symptoms of illness

Education: types of schools, subjects, schedule/school year, extracurricular activities

Earning a Living: commonly known occupations

Leisure: after school, weekends, holidays, vacations, hobbies/sports /other interests, use of media, religious events, traditions and customs, family occasions

Public and Private Services: telephone, mail, post office

Shopping: shopping centers, specialty shops, neighborhood merchants, department stores, markets, shopping time, currency, interaction with sales staff, staples and everyday purchases, prices

Travel: means of transportation, maps, timetables and fares, signs and instructions, interaction at ticket counters, advertisements/promotional information

Current Events: miscellaneous news, arts (theatre/cinema/music), people in the arts, special events

Testing in a Proficiency-Based Curriculum

Testing in language classrooms traditionally has been devoted almost exclusively to testing for achievement rather than proficiency. Teachers must understand clearly the difference between the two terms to know the changes necessary for all language testing.

Achievement testing means testing students' performance as it relates to a specific curriculum with specific materials and a specific syllabus. Thus the verb tests given on a Friday or the exam at the end of the semester are more often than not achievement testing. Items frequently test a discrete point and rarely involve true contextualization. Contextualized discrete point testing can be an important building block in a true proficiency-based curriculum and is not a measure to be ignored. However, testing cannot stop at this level. Teachers must attempt to measure students' true proficiency and to provide opportunities for them to demonstrate such proficiency.

Proficiency testing relates to testing the communicative goals of the program in a way that forces students to put their language to work for them and to be evaluated on how they actually function in the spoken or written language. Such opportunities need to be provided on a regular basis in the classroom but need not always be separate from testing for achievement.

The most important word for proficiency testing is undoubtedly **contextualization**. That is, teachers present test items in a lifelike context, not just in a meaningless drill. Testing for both achievement and proficiency will demonstrate the degree to which students can use the specific features to be tested as well as how those same features work in a contextualized situation. Teachers may use portions of any given test to address discrete points of grammar and/or vocabulary, while in other portions they allow students to give a much freer response and a wider range of "correct" answers. Students need to know how to synthesize material in languages and be given the opportunity to do so. When given such contextualized opportunities, students may be graded holistically and subjectively or on discrete points predetermined by the teacher.

Perhaps the best way of showing students that both achievement and proficiency testing are important is to combine grading procedures to give some credit for the discrete points being tested and also credit for the message or comprehensibility communicated.

But what about testing the speaking skill in the language classroom? How can it be done regularly without usurping all other instructional time? In the professional literature and at many conference sessions, language specialists discuss measurement of oral language proficiency through a formal face-to-face oral proficiency interview (OPI). However, a full-time language teacher cannot interview 120-150 students several times a year for 10-20 minutes each. This would be physically and logistically impossible, even if the teacher were an expert in administering such interviews. Instead, the teacher must provide regular, consistent, economical testing of the students' speaking skill even if only three or four times during the year. Procedures for doing this might include, but are not limited to, asking questions that have a variety of responses, requiring taped responses to set questions, conversational pairing with topics based on material studied (live or taped), and having students prepare monologues on familiar topics after minimal preparation time. Use of any or all of these will give teachers feedback about the capabilities of students in mastering the essential element of speaking. More importantly, use of these procedures ensures credibility among students by demonstrating that speaking is done not only in regular classroom instruction but also as a regular part of the testing in the course.

Higher Order Thinking Skills

Teachers spend much of the time at the earlier stages of language instruction providing students with the tools for effective communication. However, they can profitably spend some of the time in a basic program in the development of students' higher order thinking skills as well. Students can be asked, for example, to produce simple, highly structured poetry with the limited vocabulary that they possess. For this particular activity, teachers can investigate the requirements for writing **cinquains** as an excellent early language strategy. This process involves the higher level thinking skills of analysis and synthesis as well as the lower level skills of knowledge and comprehension.

Teachers in advanced language courses have the opportunity and obligation to stress the development of higher order thinking skills as a primary goal. Such a goal is appropriate, because in large part the learning of language structure is no longer the primary content of these courses. Instead, the content of the spoken and written word becomes the focus of instruction. In this way, teachers are able to devote considerable time to such strategies as analysis, synthesis, and evaluation of texts selected for study.

Lesson Planning and Documenting Mastery

One responsibility of individual language teachers is to plan lessons consciously, carefully, and thoroughly. Written evidence of such planning is necessary, although it does not require massive detail. In most cases, district curriculum planners should do the bulk of planning for lessons in the preparation of the district's curriculum guide. If the guide has, as it should, local objectives, suggested teaching activities, evaluation strategies, and suggestions for reteaching and independent practice, all of which are related to the essential elements, then the teacher should often need to do little more than reference the lesson plan to the curriculum guide.

Likewise, students' mastery of local objectives, and, hence, the required essential elements and subelements can be documented in various ways. Probably the easiest and most familiar way will be through the teacher's gradebook. In the case of languages, teachers and administrators will realize that a student's mastery of an essential element or subelement will happen over time and will not be evidenced by a single grade. In the gradebook entry, teachers have only to indicate the subelement addressed to ensure an ability to facilitate their final assessment of students' work toward mastery of the particular element.

Appendix J presents two thorough examples of lesson planning and documenting mastery. Included are sample excerpts from a hypothetical curriculum guide, a lesson plan related to the excerpts, and a sample gradebook entry to illustrate acceptable documentation of mastery of local objectives. These examples do not constitute what must be done; they are only basic examples of a way of planning and documenting what can be done.

Class Size

Effective instruction in any subject area is dependent on a multitude of factors, but class size ranks particularly high in importance in all courses requiring regular and frequent student talk. The goals of a proficiency-based language program require constant verbal exchange among students. Class size, then, becomes paramount in importance for language classes at all levels. A beginning language class of 30 students is too large for students to develop their communication skills. To allow maximum contact time for each student in the basic program, fewer than 25 students is an ideal toward which school districts should strive.

Multilevel Classes

Probably the most significant frustration of most language teachers in school districts of all sizes is the existence of multilevel classes. For economic reasons, district administrators feel obliged to disallow classes with fewer than a specified number of students. In the case of languages, especially at the advanced levels, this means that such courses are simply not taught. Or, usually with the reluctant consent of the teacher, they are taught during the same time slot as another class in the same language. Administrators are not always quick to see that the additional students call for an "extra" preparation and are quite unlikely to count it as one of the minimum number of classes required. Thus, the classroom teacher agrees to take in those students who would otherwise not be able to have the language class. He or she faces the frustration of splitting time between the two levels of students and, in effect, of cutting instructional time for both levels in half. While such classes may remain a reality for some time, every teacher involved should explore how better to approach multilevel instruction so as to optimize instructional time with each level. One approach would be for the teacher to use the levels together for certain activities that can have differing objectives.

Staff Development

Every language teacher needs regular and frequent staff development to maintain present knowledge and skills as well as to develop new expertise. When quality inservice is provided, teachers' motivation to improve and motivate students increases, and learning is proportionally increased. Small districts, however, have traditionally had problems providing such staff development. Staff development planners have combined language teachers with those from other subject areas in generic inservice. Therefore, language educators have not been exposed to significant amounts of updating and to creative instructional approaches to teaching languages. They are especially uninformed about proficiency-based curriculum activities. Teachers in small districts are precisely those who need such staff development, because they are typically the only individuals teaching a particular language (or any language) in the district. School districts need to use satellite inservice opportunities as they become available in the specific subject area and to seek inservice through regional education service centers. All Texas language teachers should obtain membership and participate in local, state, regional, and national language organizations. These organizations will help them to keep abreast of new developments and excellent opportunities for teacher improvement through such projects as scholarships, exchanges, and special conferences. See Appendix K for mailing addresses for several organizations. All organizations sponsor meetings that address proficiency issues related to curriculum development and implementation of effective instructional programs.

The Use of Media in the Classroom

In years past, a discussion of media may well have begun and ended with the language laboratory. Today's technology necessitates teachers being aware not only of what is available in both hardware and software but being knowledgeable about its use in proficiency-based language classrooms.

Many teachers and administrators today disapprove of the language laboratory, often a separate facility with student positions and a teacher console. The simplest explanation for their disapproval is that effective instructional planning for use of such facilities has been rare. Districts able to provide lab personnel have been a dramatic exception to the rule. For the others, the laboratory became a place to send students, ostensibly to listen to prepared materials but often, in reality, to provide much needed relief for the beleaguered language teacher. Such attitudes and activities bore little or no fruit. In today's language classrooms, teachers above all must provide exposure to a variety of native speakers through a high quality sound system and must carefully integrate that exposure with the regular classroom activities. No separate facility is necessary. Suitable tape

facilities include those located at individual desks, around the perimeter of the classroom, or suspended from the ceiling. Or some type of broadcast system may be used. Other traditional media remain important for frequent usage: the overhead projector and the slide projector for cultural presentations, to name two.

Also highly helpful to the language teacher are the videocassette recorder and monitor and the microcomputer. The videocassette recorder and monitor provide valuable opportunities for teachers to present commercially prepared, culturally authentic materials to language students. In addition, however, by recording students' performances, either individually or in groups, teachers can monitor student progress and analyze frequent errors. Such tools need to be readily accessible to all language teachers. The microcomputer software industry continues to develop new products for language instruction. As the hardware becomes increasingly sophisticated and less expensive for schools, the number of computers will increase and the computer:student ratio will decrease dramatically. More and more, teachers will need to integrate software programs into a well-articulated sequence and to ensure that the programs' role in curriculum development is planned well and carried out carefully. These same **caveats** must be applied to the language laboratory and to learning center concepts. Planning, monitoring, and doing follow-up activities are the keys teachers may use to ensure present and future technological aids are relevant and effective for classroom use.

Honors Courses

District administrators desiring to offer honors courses may submit proposals for any level language courses to the Texas Education Agency. However, districts are obliged to offer regular Level I and II courses as well if they propose to offer honors courses at those same levels. Courses above Level II may be offered as honors courses only, if this is the district's wish.

For honors courses in a proficiency-based curriculum, districts must submit for approval by the Agency an application containing information on the following: 1) the specific entrance criteria; 2) which essential elements or subelements will be added or treated in greater depth; 3) examples of instructional strategies that will address higher level and critical thinking skills, creative and productive thinking, cognitive concepts and processes, the various learning styles, and independent and guided research. College Board advanced placement courses in languages have been designated as honors courses by the Commissioner of Education and do not have to be submitted to the Texas Education Agency for approval. For a sample detailed honors course application, see Appendix L.

Spanish for Spanish Speakers

Language educators in districts that have students of Hispanic descent enrolled in Spanish classes should acknowledge that many of these students will require an adapted Spanish curriculum because of their linguistic and cultural differences. Hispanic students, most of whom are of Mexican heritage in Texas, represent a wide range of abilities in the Spanish language, from those who are nonfunctional in the language to those who are completely fluent and literate in Spanish. Most students, however, can be categorized as having Spanish as a home language, exhibiting varying levels of listening and speaking proficiency in it when functioning in the domains of home, neighborhood, church, etc.

The particular linguistic and cultural features that a student may demonstrate during a carefully designed identification procedure will govern the particular set of goals that a program for that student will have. The instructional program should recognize the linguistic and cultural strengths of Spanish-speaking students and proceed to expand their ability to function in the language. *Español para el hispanohablante: función y noción*, a curriculum publication available from the Agency, provides schools with suggestions for planning the most

appropriate curriculum for these students. In addition, this publication provides guidance on properly identifying and placing students, grouping for instructional purposes, and locating and adapting basic and supplementary instructional resources.

Because the goals of a program geared toward Spanish-speaking students will very often differ from those of a program for non-native speakers of Spanish with no previous linguistic experiences, school administrators should ensure that students enrolled in a Spanish class, whatever their linguistic background, receive the type of instruction that is the most appropriate.

Prerequisites

Since there are presently no state-mandated prerequisites for sequential or nonsequential language courses, school districts must establish their own. Within the sequential language program, however, all prerequisites will be in the same language. Students may satisfy prerequisites through an advanced placement examination or through a credit by examination procedure.

Advanced Languages

Primary emphasis in this document is on the basic sequential program in languages: Levels I, II, and III for modern languages and Levels I and II for classical languages. This core allows students to develop minimal functional proficiency in the four skills of listening, speaking, reading, and writing, as well as in the areas of culture and language. Beyond the basic program, however, are further sequential courses under the heading of Advanced Languages. For a modern language, course titles throughout a sequential program would be as follows: French I, French II, French III, Advanced French I, Advanced French II, Advanced French III, and Advanced French IV. For a classical language, the course titles would be as follows: Latin I, Latin II, Advanced Latin I, etc. (See Appendix M for a complete listing of course titles and appropriate code numbers.) An Advanced Languages course may be either a one-semester or a two-semester course. The essential elements for Advanced Languages are (1) oral communication skills, (2) written communication skills, and (3) reading. (See Appendix N.) Teachers of modern languages may choose to have programs emphasizing either or both of the first two essential elements. Classical languages will opt only for the third essential element of reading.

There are two valid approaches district curriculum planners may use in identifying prerequisites for Advanced Languages. They may choose to continue a lock-step sequential program in which each level is prerequisite to the succeeding level, e.g., Advanced Languages II is a prerequisite to Advanced Languages III. They may also opt to make Level III the only prerequisite to courses in Advanced Languages, e.g., a student might go from Level III to Advanced Languages II, or from Advanced Languages I to Advanced Languages III. Districts might tend to use this option if they do not have sufficient numbers of students to warrant offering more than one Advanced Languages course per year but wish to allow individual students to complete more than one such course. For the classical languages, Level II may be a prerequisite to Advanced Languages I or to any advanced classical language courses, depending on district policy.

Nonsequential Courses

The remainder of language courses authorized and described in Chapter 75 are under the rubric of nonsequential courses. Three specific categories of courses are listed: exploratory languages, languages for special purposes, cultural topics. (See Appendix O for essential elements for these categories.) In general, English is the language of instruction, and there are no prerequisites for these nonsequential courses.

Exploratory languages are typically offered early in the language program, usually as early as Grade 6 or Grade 7. The courses provide students with the opportunity to investigate, compare, contrast, and come to appreciate a variety of languages or simply to value the study of another language. This type of experience is especially valuable as it allows students to decide which language(s) they may wish to study later in greater depth.

The courses in language for special purposes focus on language needs for travel or for a specific career. Courses in this area typically carry a title such as "Spanish for Travel," or "Spanish for Medical Personnel."

Courses under cultural topics will address either the history, geography, cultural aspects, or linguistic aspects of selected regions or countries.

Nonsequential courses offer a particularly good opportunity for enrichment for some students who are either not capable of or not interested in pursuing a sequential program in language. For other students, nonsequential courses such as "Latin and Greek Elements in English" meet individual needs and provide an opportunity to discover how words have come into English.

Program Evaluation

When accreditation monitoring teams from the Texas Education Agency visit school districts, they seek evidence of effective schools' practices. Planning and evaluation are benchmarks of effective schools. They ensure proper program articulation between grade levels and among schools in the district. They indicate teachers and administrators have a solid understanding of the direction in which they intend to direct programs.

As language educators evaluate their programs, they should focus on curriculum. A list of quality indicator questions to help educators evaluate curriculum strengths and weaknesses is presented on the following pages. Few language educators will be able to answer affirmatively to all questions in every category, nor should they be expected to. However, teachers and administrators of good programs will respond in the affirmative to a majority of the questions posed.

Quality Indicators

The major areas of the quality indicators are:

- Organization
- Nature of Offerings
- Physical Facilities
- Instructional Staff
- Instructional Activities
- Instructional Material
- Methods of Evaluation
- Community Involvement
- Outcomes

Several questions under each area are listed on pages 24-25. However, one pertinent question from each area is discussed below.

Organization

Under this section, the following is the question most relevant for a quality program: "Is there effective articulation among teachers, between levels, and between schools?" If the integral parts (the teachers) of a program do not communicate or plan together, the program is in effect not a program but a series of language classes. District administrators must especially take measures to ensure articulation between and among schools. No high school teacher, for example, should complain that the preparation of students at a lower level has been inadequate. All teachers should plan together.

Nature of Offerings

"Is there at least a three-level sequence available in one language?" Administrators who answer affirmatively to this important question indicate a commitment to a full basic program for development of minimum functional proficiencies. The two-year-only programs of years past are no longer realistic attempts to teach students to perform at minimum levels.

Physical Facilities

"Is there well-maintained equipment or a classroom system that allows students to hear the language spoken by persons other than the teacher?" A formal language laboratory is not mandatory; however, students' access to native speakers through tape and the opportunities for them to record are absolutely essential to all successful language classes.

Instructional Staff

"Do instructional staff members use the language in the classroom, and do they appear to control the written language well?" In any full period visit to a classroom, an objective listener should hear a great deal of the language spoken by both the teacher and the students. Teachers should also have good control of the written language as evidenced in blackboard work and teacher-prepared handouts. Classroom activity, however, should not routinely revolve almost exclusively around students' writing the language as opposed to speaking the language. This is especially true at the early levels of language learning. Ditto master activities or fill-in-the-blank exercises should not be regular features of language classrooms.

Instructional Activities

"Are the four skills (listening, speaking, reading, and writing) actively taught? How extensively is the language used by the teacher as a means of communication?" No longer should teachers leave the listening and speaking skills to develop by chance. They must provide organized opportunities for student talk and for listening exercises. They must not use English in the classroom when the second language would be understood.

Instructional Material

"Are there maps, posters, and items such as foreign currency available?" A variety of classroom realia can help the teacher motivate the students to learn. An effective teacher will create a positive language learning atmosphere by using posters, photographs, student work, etc. and by changing the decor often in the classroom.

Methods of Evaluation

"Are students tested both on their ability to use the language in communicative exercises as well as on their knowledge of language structure?" Students need to know that communication is the ultimate goal of the language course and program. They should be able to testify to the value of a sequential language program by performing in the language communicative acts set up as goals by the teacher or to explain to others what they have learned to do in their two- or three-year sequence.

Community Involvement

"Is there a plan for informing the community about the school's language program?" Many language educators have had considerable success by developing brochures detailing course offerings, scholastic benefits of language study, opportunities for travel and study abroad, foreign exchange student opportunities, etc. They share these with the students, counselors, and parents in the community. Such public relations efforts can have significant impact on enrollments and effectiveness for language programs.

Outcomes

"How well do students understand, speak, read, and write the language? Does students' proficiency appear to grow as they progress from level to level?" Observation of a class over time, for example, should allow the observer to make judgments as to whether students are performing in accordance with the expectations of the teacher and the language program as set up by the district. Teachers should also be familiar enough with *The ACTFL Proficiency Guidelines* and the proficiency statements for the Texas language curriculum on pages 00-00 to make statements as to the level of proficiency achieved in each of the skills at the end of each level. This knowledge will help teachers plan classroom activities to stretch students' abilities into the next level. Such knowledge will also be helpful in convincing administrators, parents, and the students themselves that certain levels of proficiency have already been reached, and others can be anticipated after further study.

The Quality Indicator Inventory below is not meant to be a formal checklist. However, it should provide significant guidance to teachers, language coordinators, and administrators for comparing their program to an ideal standard.

Quality Indicator Inventory

Curriculum administrators may use the following questions to determine the effectiveness of instructional programs in languages:

Organization

- Is there effective articulation among teachers, between levels, between schools?
- Is there a person designated for coordinating the language program?
- Are the language teachers involved in the development of the language curriculum?
- Do counselors have information and knowledge about languages?
- Does the department sponsor fairs, assemblies, and festivals and prepare promotional brochures?
- Does class size facilitate oral communication?

Nature of Offerings

- Is there at least a three-level sequence available in one language?
- Is the program emphasis on language as a means of communication?
- Do the materials used reflect students' interests and abilities?
- Are advanced offerings available?
- Does the district offer nonsequential courses, or have administrators considered doing so?

Physical Facilities

- Is there well-maintained equipment or a classroom system that allows students to hear the language spoken by persons other than the teacher?
- Are audio-visual equipment and materials available and used?
- Do the physical facilities accommodate large- and small-group instruction?
- Are materials reflecting the culture of the countries where the language is spoken displayed in the room?

Instructional Staff

- Do instructional staff members use the language in the classroom and do they appear to control the written language well?
- Is their professional preparation adequate?
- Do teachers join professional language organizations, and do they attend their conferences?
- Have they studied or traveled abroad?
- Are they aware of services available from Texas Education Agency language specialists?

Instructional Activities

- Are the four skills (listening, speaking, reading, and writing) actively taught?
- How extensively is the language used by the teacher as a means of communication?
- How effective is the planning and preparation for instruction?
- To what degree is instruction adapted to the needs of the individual student?
- Do the instructional objectives and practices match?

Instructional Material

- Are there maps, posters, and items such as foreign currency available?
- Are supplementary materials used?
- Are dictionaries and other material available?
- Are periodicals, newspapers, and/or young people's magazines available?
- Is the variety, quality, and use of materials adequate?
- Are there tests available and used?

Methods of Evaluation

- Are students tested both on their ability to use the language in communicative exercises as well as on their knowledge of language structure?
- How adequate are the provisions for helping students attain oral proficiency in the language?
- Are all objectives evaluated?
- Do the evaluation techniques simulate authentic language situations?
- Are the four skills and culture evaluated in proportion to the emphasis they receive in instruction?

Community Involvement

- Is there a plan for informing the community about the school's language program?
- Is there support for the language program as evidenced by volunteers and visiting speakers from the community?

Outcomes

- How well do students understand, speak, read, and write the language? Does students' proficiency appear to grow as they progress from level to level?
- To what extent do students show understanding of the cultures of people whose language is being studied?
- How well are students learning how to learn a language? Do students grow in their awareness of how a language works?
- To what extent do the students use the language in activities outside the classroom?
- What are the perceptions of the students toward the language program they are or have been enrolled in?

The Curriculum Development Process

Introduction

Curriculum Documents

The key to effective curriculum implementation is a set of comprehensive curriculum documents. Such documents are the visible records that a curriculum is in place and that planning for teaching has occurred. They organize curriculum in a systematic and efficient manner and serve as communication tools for school board members, administrators, teachers, and the public. The presence of curriculum documents in the classroom also serves as an indicator that state and local curriculum mandates are being implemented. Curriculum documents of various types reflect the level of planning, the scope of planning, and the timeframe the document addresses. The chart below outlines these three concepts.

Type of Document	Level	Scope	Timeframe
curriculum framework	state	basic program, Grades 1-12	until laws and rules are changed
curriculum guide	district	language specific or generic	school year
lesson plan	classroom	topics, objectives, activities, evaluation, and materials	daily

State Curriculum Framework

This publication, *Framework for Languages*, presents an official orientation to legislative mandates and State Board of Education rules regarding the language curriculum. It provides the broad, general picture of the basic program in languages and identifies program goals. State-developed curriculum frameworks remain basically unchanged over a period of time.

District Curriculum Guides

A school district's curriculum guides are carefully planned, detailed statements of curriculum. Based on the state-level framework, they are tailored to local needs and should be revised periodically. Figure 1 on page 31 is designed to clarify the curriculum development process further. The content of district-produced documents generally addresses a level of a language in the elementary school or a language program in the secondary school consisting of the basic program, the advanced languages program, and/or the nonsequential language program. District curriculum guides are usually subdivided into instructional units that provide specific and detailed information about goals and objectives, content to be taught, teaching and learning strategies, activities,

instructional resources, and evaluation and assessment procedures. Units generally have suggested timeframes ranging from several days to several weeks.

The task of developing a curriculum guide consists of several key processes:

- formulating goals and objectives
- selecting and organizing content and materials
- identifying and planning for the development of linguistic skills and concepts
- planning for teaching strategies and techniques
- determining assessment procedures and techniques

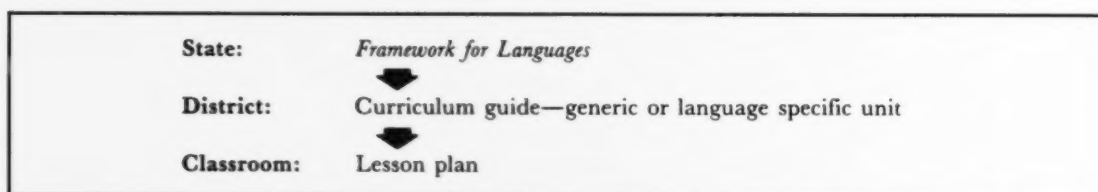
This framework elaborates on the first of these processes. Although district guides include state and local requirements, they are organized to reflect the needs and desires of the staff, students, community, and the resources available to the district. As district educators design a curriculum for languages, they should be prepared to differentiate that curriculum according to the needs of special populations students, such as native speakers who study Spanish and gifted and talented students.

All parts of a curriculum guide are interrelated and planned so that each is consistent with and supportive of the other. A cohesive and well-structured guide enables each member of an instructional staff to choose from alternatives while following a unified curriculum design and common set of aims.

Lesson Plans

The third level of curriculum documents is the daily lesson plan, a snapshot of what is to occur in individual classrooms. Daily lesson plans indicate what is to be taught and what activities are to take place. Lesson plans may also include instructional resources to be used, objectives to be accomplished, and evaluation procedures to be conducted. These may be referenced in a daily plan book if they already appear in the district curriculum guide. While some detail is appropriate, a good lesson plan, like a good snapshot, should not be so cluttered with detailed information that the essence of daily instruction is obscured.

The chart below illustrates the relationship between various types of curriculum documents.



Taken together, all curricular materials should function as support for the classroom teacher. Curriculum documents provide a conceptual framework for curriculum implementation and guide the teacher in pacing, modifying, and unifying a program in languages into a successful and challenging learning experience.

The Curriculum Development Process

Curriculum for Basic Program in Languages

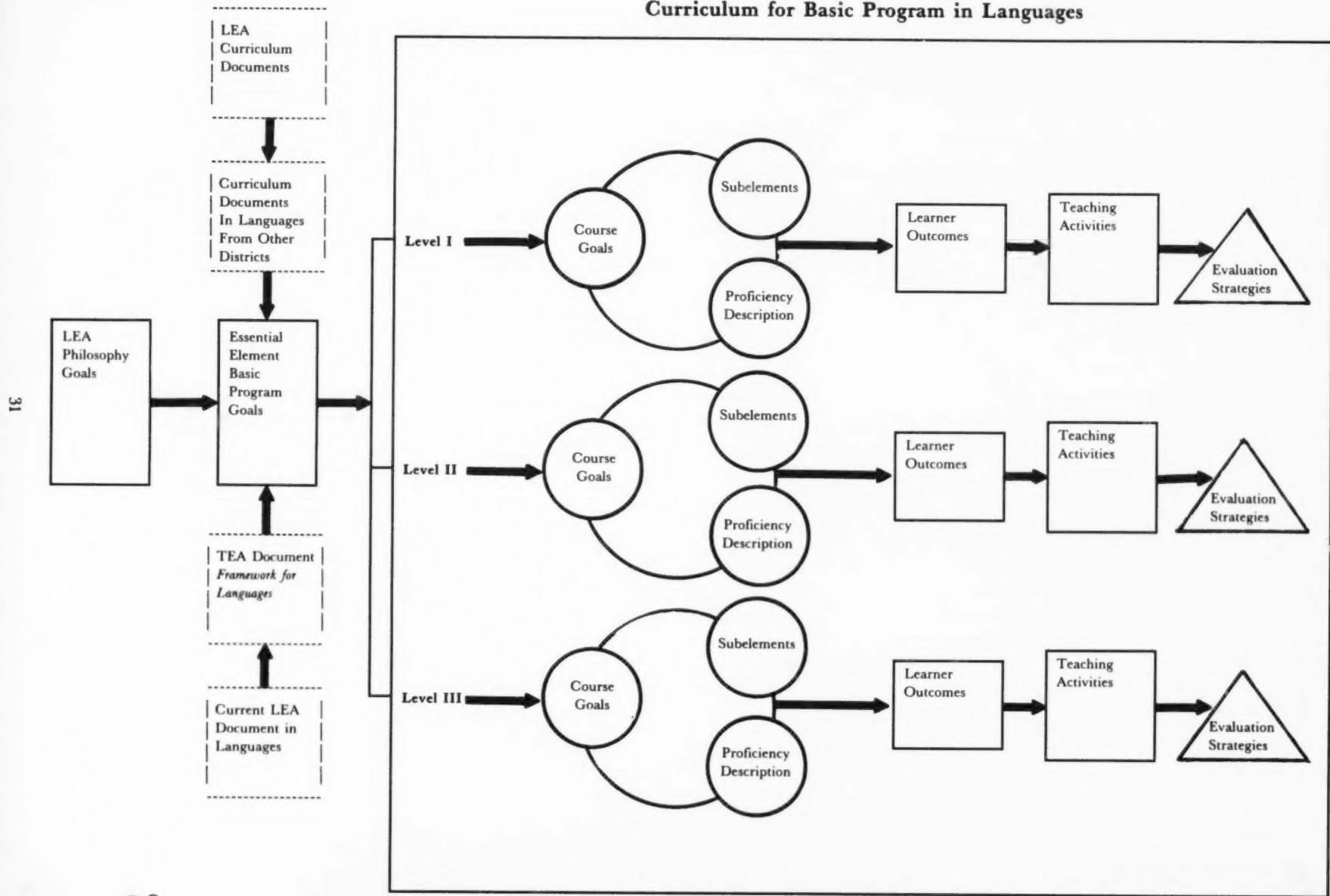


FIGURE 1

Setting Course Goals and Identifying Objectives

The language program must correspond to the district's overall mission, and language educators must have the support of the administration as they design and implement a new or revised curriculum. Therefore, curriculum designers begin with a careful study of the school's broad statement of educational philosophy and goals. Pages 5-6 identify "essential element basic program goals" which are required by the state. If school district administrators wish, they may add program goals by consulting a variety of references such as local curriculum documents in other curriculum areas, language curricula from other districts, the current district language curriculum, and this publication.

Course goals must be realistic, attainable, and descriptive of what students will be able to do and must demonstrate a clear progression from one course to the next. The goals should include broad statements about the linguistic tasks or functions students will be able to carry out and should address the contexts in which the functions will be performed. Curriculum designers should develop course goals with the essential element basic program goals in mind. They may choose to look first at the overall program goals and derive intermediate goals for Level I and Level II, i.e., they may wish to develop course goals for the first course, Level I, and work forward through Level III, arriving at the essential element basic program goals.

The goals that serve as the organizing principles for each course are general statements that describe the range of tasks and contexts that students will be able to handle by the end of the year. To make goals more specific, curriculum designers must break them down into measurable criteria, which are generally identified as objectives or learner outcomes.

A set of learner outcomes that teachers measure periodically to determine the student's progress is at the center of a good curriculum. Language educators must devise a substantial number of outcome statements that are desirable, appropriate, and based on the state-mandated essential elements.

Pages 35-76 present the most important ingredients in the development of course goals and learner outcomes for each course in the basic program: essential element basic program goals, proficiency descriptions, and subelements. Preceding each of the three courses—Level I, II, and III—are the essential element basic program goals and proficiency descriptions for modern languages and classical languages for each level. These address the areas of linguistic skills, culture, and language. Each level, then, is seen from the perspective of each essential element.

The subelement is one of several instructional ingredients that the program must provide students. The subelements provide the context for students to reach the desired level of proficiency described in the proficiency description. Before developing learner outcomes or objectives—in some cases called essential student outcomes, terminal objectives, enabling objectives, etc.—curriculum designers should make a careful study of the proficiency descriptions and subelements. Based on their observations, they will make decisions for writing learner outcomes. For example, in modern languages the descriptions refer to functional skills that students perform as they interact with speakers of the target language and in the target culture. The outcomes must reflect some of these functions and include such specific tasks as being able to purchase an item in a shop, exchange money at an appropriate place, make a telephone call, etc.

This publication provides suggested learner outcomes, teaching activities, and evaluation strategies. While most of the examples given are suggestions for a Spanish language program, other modern language educators are encouraged to adapt these to fit their purposes. Classical language educators are also encouraged to use all relevant suggestions provided and to adapt them properly to fit their particular programs. The program goals and proficiency descriptions presented in "standard components" are for modern languages.

The subelements, when viewed as a group, refer to skills and concepts that are developmental but uneven in respect to scope. Some refer to the development of concepts that do not carry the same weight as the development of more functional skills that become crucially important as the student attempts to move within the target culture. The subelements that refer to the sound system, for example, are important to the course but do not carry the functional implications that exchanges with native speakers do. The outcomes, then, should reflect an emphasis on function and include learners being able to deal with real life sources of language.

In addition, the subelements often reappear in subsequent levels. They should be reintroduced and recycled at an increasing level of sophistication each time. The principle of recycling or spiraling provides students with the opportunity to use language flexibly and creatively, applying what they have learned to a variety of linguistic situations. Spiraling can be applied not only to the subelements but to language functions and content, grammar, and vocabulary. For example, the outcomes curriculum designers generate from these subelements should introduce basic vocabulary early in Level I, and designers should expand them to include a wealth of semantic and structural content based on this vocabulary in subsequent levels.

The learner outcomes listed on pages 35-76 are suggested by the program goal, proficiency description, and subelements for each level. Subelements that suggest more skills because of their broader scope may have several learner outcomes proposed. The district may add as many learner outcomes as it deems advisable. The teaching activities suggest a number of classroom techniques for leading students to the identified student outcomes. Language educators may use the teaching activities to present new material, for reteaching, or for practice. Some of the activities are language specific and some are generic. None refers to particular instructional materials. The evaluation paragraph includes suggestions for measuring the degree to which the student has made progress toward performance of the learner outcome. Many of the techniques suggested by the teaching activities can also be used for evaluating students.

Basic Program: Three Levels

Level I

Proficiency Descriptions

The following proficiency descriptions for modern and classical languages provide a portrait of what a student will typically be able to do after Level I in terms of each linguistic skill and the concepts of culture and language:

Modern Languages

Listening

Able to understand and discriminate many sounds in meaningful context and to understand some short learned utterances, particularly where context strongly supports understanding and speech is audible. Comprehends some words and phrases from simple questions, statements, and high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. Requires frequent repetitions, long pauses between understood phrases, and/or a slowed rate of speech for comprehension.

Speaking

Able to produce isolated words and learned phrases within very predictable areas of need. Uses correct stress and intonation only in the repetition of brief learned utterances. Vocabulary is sufficient for handling simple, elementary needs and expressing basic courtesies. Speech is characterized by frequent long pauses and repetition of words. Asks only the most basic questions, gives and responds to simple commands, or makes two or three word utterances, and only in areas involving learned material about daily life situations or routine courtesies. Some speakers will be understood only with great difficulty.

Reading

Able to understand the written language to interpret set expressions in areas of practical need. Reads recombinations of very familiar material orally with generally accurate pronunciation and intonation but with frequent pauses, hesitation, and repetition. For instructional and directional purposes and where vocabulary has been learned, reads some standardized messages, phrases, or expressions such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, may be able to derive meaning from material at a slightly higher level, where context and/or extralinguistic background knowledge are supportive.

Writing

Able to copy or transcribe from very familiar textual material with basic spelling, capitalization, and punctuation conventions. Transcription will be from well-learned material. Reproduces some words or phrases from memory. No practical communicative writing skills.

Culture

Has some knowledge about and has begun to gain some experience in selected aspects of the culture similar and dissimilar to one's native culture. Has some knowledge about cultural patterns requisite for survival situations such as traveling and ordering a meal but is very limited in implementing the patterns. Is aware that people in the culture sometimes behave in an unfamiliar fashion but is unable to interpret the differences. Exhibits considerateness when interacting with a native speaker of the language.

Language

Able to generalize about the most elementary language operations and language learning tasks. Has the beginnings of a heightened awareness of English and how in many ways it is related to the second language. Understands that ideas are communicated through language but that each language has its particular system. Is aware that nonlinguistic elements such as gestures and physical distance play an important role in communication but frequently misunderstands or misinterprets these elements. Understands that errors made in language skills development are to be expected and used to improve future learning of the language.

Classical Languages

Listening

Able to understand and discriminate many sounds in meaningful context and to understand some short learned utterances, particularly where context strongly supports understanding and speech is audible. Comprehends some words and phrases from simple questions, statements, and high-frequency commands. Requires frequent repetitions, long pauses between understood phrases, and/or a slowed rate of speech for comprehension.

Speaking

Able to produce isolated words and learned phrases to satisfy classroom needs. Uses correct stress and intonation only in the repetition of brief learned utterances. Vocabulary is sufficient for handling simple, elementary classroom needs. Speech is characterized by frequent long pauses and repetition of words. Asks only the most basic questions, gives and responds to simple commands, or makes two or three word utterances, and only in areas involving learned material. Some speakers will be understood only with great difficulty.

Reading

Able to understand the written language to interpret set expressions from specially prepared materials. Reads recombinations of very familiar material orally with generally accurate pronunciation and intonation but with frequent pauses, hesitation, and repetition. For instructional purposes and where vocabulary has been learned, reads some standardized simple phrases and expressions. At times, but not on a consistent basis, may be able to derive meaning from material at a slightly higher level, where context and/or extralinguistic background knowledge are supportive.

Writing

Able to copy or transcribe from very familiar textual material with basic spelling, capitalization, and punctuation conventions. Transcription will be from well-learned material. Reproduces some words or phrases from memory. No practical communicative writing skills.

Culture

Has some knowledge about and has begun to gain some experience in selected aspects of the culture similar and dissimilar to one's native culture. Has some knowledge about cultural patterns such as greeting and leave taking, expressing wants, and asking questions. Is aware that people in the culture sometimes behaved in an unfamiliar fashion but is unable to interpret the differences.

Language

Able to generalize about the most elementary language operations and language learning tasks. Has the beginnings of a heightened awareness of English and how in many ways it is related to the second language. Understands that ideas are communicated through language but that each language has its particular system. Is aware that nonlinguistic elements such as gestures and facial expressions play an important role in communication. Understands that errors made in language skills development are to be expected and used to improve future learning of the language.

Listening: Level I

Standard Components

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Skills and concepts that result in the understanding of most routine questions, statements, commands, and the gist of everyday conversations on nontechnical subjects.

Proficiency Description

Able to understand and discriminate many sounds in meaningful context and to understand some short learned utterances, particularly where context strongly supports understanding and speech is audible. Comprehends some words and phrases from simple questions, statements, and high-frequency commands and courtesy

formulae about topics that refer to basic personal information or the immediate physical setting. Requires frequent repetitions, long pauses between understood phrases, and/or a slowed rate of speech for comprehension.

Subelements

1. Discriminate sounds in meaningful contexts
2. Distinguish variations in sounds and intonation patterns
3. Comprehend basic structures, expressions, and common vocabulary

Recommended Treatments for Subelements

The following illustrates how teachers might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Discriminate sounds in meaningful contexts

Suggested Learner Outcomes

- The student will understand and discriminate sounds in meaningful contexts.
- The student will hear and discriminate among the Spanish vowels.
- The student will hear and discriminate among the Spanish consonants.

Suggested Teaching Activity

The student hears two words and identifies a specific sound in one of the words. Example: Which word has the sound of a? *gato/techo*?

Suggested Evaluation Strategy

The student listens to short sentences or phrases and counts the number of particular vowels in the string. Example: Listen to the sound you will look for in the verbal segment that follows. How many instances of that sound do you hear?

1. *o*
si me prometes lavarlo _____ (2)
2. *ie*
Sugiero que te sientes ahora. _____ (2)
3. *ue*
¿Tiro los huesos o los huevos? _____ (2)
4. (fricative) *g*
¿Qué vas a comprar? Garbanzos, jamón, y aguacates. _____ (1)

Subelement 2

Distinguish variations in sounds and intonation patterns

Suggested Learner Outcomes

- The student will distinguish variations in sounds and intonation patterns.
- The student will distinguish variations in sounds and intonation patterns of questions, statements, and commands.
- The student will demonstrate comprehension of questions and commands through physical actions.

Suggested Teaching Activities

- The teacher reads various sentence patterns to students. The students see if they can determine if they are questions, statements, commands, or exclamations. Example: The students listen to a pair of sentence patterns. The teacher asks, "Did you hear a question and a statement? Two questions? Two statements? A command and an exclamation? Two commands? Two exclamations?" Sample sentence patterns: *¿De veras? Ven. El niño es bueno. ¡Dios mío!*
- Using pictures as cues for meaning, the student points to the names of objects, places, etc., depicted.

Suggested Evaluation Strategy

The student looks at two pictures and hears the word for one. The student determines which picture matches the word heard orally.

Example:

- | | |
|-----------------|---------|
| 1. fish | bird |
| <i>pez</i> | |
| 2. ham | soap |
| <i>jabón</i> | |
| 3. camera | bedroom |
| <i>recámara</i> | |

Subelement 3

Comprehend basic structures, expressions, and common vocabulary

Suggested Learner Outcomes

- The student will comprehend basic structures, expressions, and common vocabulary relating to material that has been learned.
- The student will comprehend directions that use the following expressions: *a la derecha, a la izquierda, derecho, en la esquina, enfrente de, detrás de.*

Suggested Teaching Activities

- The student listens to a story, dialogue, or other expressions while looking at a picture representing each statement, scene, or situation.
- Given a blank 4 × 4 or 5 × 5 grid and a set of pictorial representations of vocabulary items, students move around the grid according to oral directions.

Suggested Evaluation Strategies

- Given a series of drawings or photographs, the student puts them into the sequence of a story being related orally.
- Given a map, the student follows directions given orally, identifying the destination.

Speaking: Level I

Standard Components

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goals

Skills and concepts that result in the ability to respond to most routine questions, statements, and commands; to speak intelligibly and use vocabulary sufficient to express oneself simply; and to discuss situations relevant to everyday life.

Proficiency Description

Able to produce isolated words and learned phrases within very predictable areas of need. Uses correct stress and intonation only in the repetition of brief learned utterances. Vocabulary is sufficient for handling simple, elementary needs and for expressing basic courtesies. Speech is characterized by frequent long pauses and repetition of words. Asks only the most basic questions, gives and responds to simple commands, or makes two- or three-word utterances, and only in areas involving learned material about daily life situations or routine courtesies. Some speakers will be understood only with great difficulty.

Subelements

1. Reproduce sounds and intonation patterns in meaningful contexts
2. Use words, phrases, and sentences as appropriate
3. Use expressions needed for daily life situations (This subelement is not required for classical languages.)

Recommended Treatments for Subelements

The following illustrates how teachers might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Reproduce sounds and intonation patterns in meaningful context

Suggested Learner Outcome

The student will produce sounds in words and word groups.

Suggested Teaching Activity

The teacher uses pictures as cues for meaning while the student repeats the names of objects, places, etc. depicted and produces them when the teacher points to them.

Suggested Evaluation Strategy

Using a picture of the produce section of a supermarket, the teacher identifies different fruits and vegetables, then points to the objects and asks the students to identify them with questions such as "What is this?" The student identifies the object.

Subelement 2

Use words, phrases, and sentences as appropriate

Suggested Learner Outcomes

- The student will ask basic questions.
- The student will give and respond to simple commands.
- The student will make brief statements involving learned material about daily life situations.
- The student will produce memorized basic questions while roleplaying.

Suggested Teaching Activities

- The teacher provides responses; the students provide the questions. Example: *¡Me gusta la clase de español!*
¿Cuál es tu clase favorita?
- Using a picture or an object as a visual cue, the teacher asks the student to say something about it.

Suggested Evaluation Strategy

The teacher uses a drawing or a photograph from the chapter being studied and asks the student to generate relevant statements about it.

Subelement 3

Use expressions needed for daily life situations

Suggested Learner Outcomes

- The student will use expressions appropriately in daily life situations.
- The student will use request forms appropriate to the classroom in the course of the semester.
- The student will use the target language to ask permission.
- The student will use the target language to express emotions.

Suggested Teaching Activities

- After introducing basic request forms for use in the classroom, the teacher encourages the students to use them in the course of each class session. Example *¿Me permite...? No entiendo. ¿Cómo se dice?*
- The teacher sets up a roleplaying situation, assigns the student a role, then directs the student to perform certain functions in that role.

Suggested Evaluation Strategy

The teacher tells the students to imagine they are at a bank, that they need to exchange traveler's checks, that they discover they do not have pens or pencils, and that they need to ask someone to borrow a pencil.

Reading: Level I**Standard Components**

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Skills and concepts that result in the understanding of most routine expressions learned orally and of nontechnical material on familiar subjects with the aid of references.

Proficiency Description

Able to understand the written language to interpret set expressions in areas of practical need. Reads combinations of very familiar material orally with generally accurate pronunciation and intonation but with frequent pauses, hesitation, and repetition. For instructional and directional purposes and where vocabulary has been learned, reads some standardized messages, phrases, and expressions such as items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, may be able to derive meaning from material at a slightly higher level, where context and/or extralinguistic background knowledge are supportive.

Subelements

1. Read familiar material with comprehension
2. Read familiar material orally approximating correct pronunciation and intonation

Recommended Treatments for Subelements

The following illustrates how teachers might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Read familiar material with comprehension

Suggested Learner Outcomes

- The student will read familiar material with comprehension.
- The student will give one-word or one-sentence answers to written questions over factual material.

Suggested Teaching Activities

- The teacher introduces some initial reading using the language experience approach by eliciting material from students or using already rehearsed dialogue. First, the dialogue is written on the board, then on sentence strips. The students then do choral and/or individual reading as appropriate. Later, the teacher cuts the sentence strips into individual words or phrases to be used as flashcards, etc. The students may be allowed to recombine sentences using individual word cards.
- The teacher prepares flashcards with short questions that have been drilled orally and that have short answers. The students pick cards, read the questions, and respond.

Suggested Evaluation Strategy

The teacher prepares 3 x 5 cards with questions about a person's appearance. Examples: *¿De qué color es tu pelo?* *¿Eres alto?* *¿De qué color son tus ojos?* *¿Eres delgado?* *¿Tienes pelo largo?* The student selects a card at random, reads the question on the card, and responds appropriately.

Subelement 2

Read familiar material orally approximating correct pronunciation and intonation

Suggested Learner Outcome

The student will read familiar material orally approximating correct pronunciation and intonation.

Suggested Teaching Activity

The teacher prepares puppet plays and has the students read the script aloud during rehearsals.

Suggested Evaluation Strategy

After a dialogue has been presented and worked on by the class, students read particular lines and check for intonation and/or certain sounds, e.g., final vowels, /d/, etc.

Writing: Level I**Standard Components**

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Skills and concepts that result in the production of essential messages and in the communication of everyday situations using basic constructions and simple vocabulary.

Proficiency Description

Able to copy or transcribe from very familiar textual material with basic spelling, capitalization, and punctuation conventions. Transcription will be from well-learned material. Reproduces some words or phrases from memory. No practical communicative writing skills.

Subelements

1. Write familiar material using spelling, capitalization, and punctuation conventions
2. Write from dictation

Recommended Treatments for Subelements

The following illustrates how teachers might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Write familiar material using spelling, capitalization, and punctuation conventions

Suggested Learner Outcomes

- The student will use correct spelling in copying a text or writing a dictation.
- The student will use proper capitalization when copying a text or writing a dictation.
- The student will use proper punctuation conventions when copying a text or writing a dictation.

Suggested Teaching Activity

Students receive a mimeographed sheet with sentences but no punctuation. As the teacher reads the sentences, the students fill in the marks. A transparency or second mimeographed sheet is used to display the answers.

Suggested Evaluation Strategy

The student is given a sheet with drawings. The teacher calls out vocabulary items, and the student writes them by the appropriate picture. Example: (seven) *siete*, (boat) *barco*, (monkey) *mono*, (tennis) *tenis*

Subelement 2

Write from dictation

Suggested Learner Outcome

The student will take dictation on familiar material.

Suggested Teaching Activity

The teacher reads a passage to the students who each have a copy with some words deleted. Students fill in the missing words as they listen.

Suggested Evaluation Strategy

The students listen to a taped telephone conversation and take down information such as the name of the caller, the place where the caller is calling from, and an abbreviated version of the message. The teacher checks the accuracy of the information.

Culture: Level I**Standard Components**

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Concepts that result in knowledge and awareness of the history and culture of another people within a range of situations.

Proficiency Description

Has some knowledge about and has begun to gain some experience in selected aspects of the culture similar and dissimilar to one's native culture. Has some knowledge about cultural patterns requisite for survival situations such as traveling and ordering a meal but is very limited in implementing the patterns. Is aware that people in the culture sometimes behave in an unfamiliar fashion but is unable to interpret the differences. Exhibits considerateness when interacting with a native speaker of the language.

Subelements

1. Experience various aspects of another culture
2. Understand that behavior is conditioned by culture

Recommended Treatments for Subelements

The following illustrates how teachers might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Experience various aspects of another culture

Suggested Learner Outcomes

- The student will observe, roleplay, and discuss selected aspects of the target culture.
- The student will listen to, learn the lyrics of, and participate in a sing-along of selected songs from the target culture.
- The student will demonstrate knowledge about basic cultural patterns needed for survival situations.

Suggested Teaching Activity

The teacher provides the students with a phrase list of explanations to inject in conversation to offset any inadvertent missteps in communication such as "I don't speak X fluently yet. Would you repeat that? Could you speak more slowly/loudly?" Students then practice the phrases while matching them to situation descriptions where the phrases might be used.

Suggested Evaluation Strategy

The teacher observes and takes note of a student's ease and frequency in the use of the phrases taught.

Subelement 2

Understand that behavior is conditioned by culture

Suggested Learner Outcome

The student will observe instances of behavior in the target culture that are unfamiliar.

Suggested Teaching Activity

The teacher shows a videotape of people from the target country meeting and interacting in a real situation (or slowly roleplays it twice with puppets or with a guest). Students have a script to follow. The group then discusses how the introductions were made and how directions were sought or given, compared to the way this is done in the United States. Students then roleplay the same basic situation, first with the scripts, then on their own.

Suggested Evaluation Strategy

The teacher shows a videotape of people in the target country eating at a restaurant. The students are asked to note some aspects on the tape that are different from a typical similar situation in the United States.

Language: Level I**Standard Components**

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Concepts that result in generalizations about how a language operates and skills that result in the application of the language learning process to the study of other languages.

Proficiency Description

Able to generalize about the most elementary language operations and language learning tasks. Has the beginnings of a heightened awareness of English and how in many ways it is related to the second language. Understands that ideas are communicated through language but that each language has its particular system. Is aware that nonlinguistic elements such as gestures and physical distance play an important role in communication but frequently misunderstands or misinterprets these elements. Understands that errors made in language skills development are to be expected and used to improve future learning of the language.

Subelements

1. Recognize the interrelationship of languages
2. Recognize the role of nonlinguistic elements in communication
3. Recognize errors as important in learning a language

Recommended Treatments for Subelements

The following illustrates how teachers might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Recognize the interrelationship of languages

Suggested Learner Outcome

The student will cite examples of how English is similar and different from the target language.

Suggested Teaching Activity

The teacher introduces a cognate in the target language, provides the word's Latin root and its meaning, then asks the student to use English cognates in sentences correctly.

Suggested Evaluation Strategy

The student is asked to write sentences in English with the cognates of the following: *asociación, profesión, aviación*.

Subelement 2

Recognize the role of nonlinguistic elements in communication

Suggested Learner Outcome

The student will recognize certain nonlinguistic elements different from the first language.

Suggested Teaching Activity

The teacher demonstrates a sample of gestures in several languages and explains their meanings. The students experiment using those gestures in speech.

Suggested Evaluation Strategy

The teacher shows a videotape of people in the target country waving goodbye. Students are expected to note the gesture, describe it, and discuss how it differs from American custom.

Subelement 3

Recognize errors as important in learning a language

Suggested Learner Outcome

The student will monitor the mastery of selected language forms by systematically noting attempts at self-correction.

Suggested Teaching Activity

The teacher selects two items that the student has not mastered and has the student document use of those items over a three-week period. The student should see some progress toward mastery in that time period and subsequently select other items to trace progress.

Suggested Evaluation Strategy

The student listens to a tape of his or her performance in a situation roleplay. With the teacher's help, the student selects three types of errors to monitor in a given period. After the time has elapsed, the student tapes another situation roleplay and with the teacher's help, notes any changes in his or her use of those language forms.

Level II

Proficiency Descriptions

The following proficiency descriptions for modern and classical languages provide a portrait of what a student will typically be able to do after Level II in terms of each linguistic skill and the concepts of culture and language:

Modern Languages

Listening

Able to understand sentence-length utterances that consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Distinguishes sound and intonation patterns of most learned statements, questions, and commands. Content will be topics such as personal background and needs, social conventions, and routine tasks such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven: repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Speaking

Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Uses correct intonation and stress only with well-learned utterances and still experiences interference from the first language in pronunciation, stress, and intonation. Asks questions and makes statements involving learned material usually relating to daily life situations. Vocabulary centers on areas such as basic objects, places, and most common

kinship terms. Although there is no autonomy of expression, shows signs of spontaneity. Errors are frequent, and in spite of some repetition, some speakers will have difficulty being understood, even by sympathetic interlocutors.

Reading

Able to understand main ideas and/or some facts from the simplest connected material dealing with basic personal and social needs. Understands mastered material, some simple recombinations of mastered elements, and occasional unfamiliar material in a very familiar context. Guesses at some unfamiliar words and phrases by recognition of word roots or lexical/syntactical similarity to the native language. Texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings special interest or knowledge. Examples include messages with social purposes or information for the widest possible audience such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Writing

Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists with appropriate spelling, capitalization, and punctuation conventions. Can write all the symbols of an alphabetic system or an appropriate number of symbols in a different system. Recombines vocabulary and structures that have been learned into brief sentences when given very careful guidance but with frequent misspellings and grammatical mistakes.

Culture

Comprehends and handles familiar survival situations and is able to interact with a native of the culture accustomed to dealing with nonnative speakers. Models with some degree of consistency behavior required for such basic purposes as greeting and leave taking, expressing wants, asking directions, buying food, traveling to and from the country, and using transportation. Makes errors in communication and behavior as a result of misunderstanding or misapplying assumptions about the culture. Understands that certain words and phrases have specific cultural connotations dissimilar to those of the first culture. Locates and integrates information based on cultural material on such subjects as holidays, sports, the monetary system, etc.

Language

Able to generalize about more advanced language operations and to apply this knowledge to immediate language learning tasks. Continues to improve understanding the way English operates as a result of language study. Understands that while each language may have a different means of expressing feelings and ideas, no language is superior to another in this ability. Understands that some features of the second language such as intonation patterns, nonlinguistic elements, word order, etc., may be nearly identical to or totally different from the first language. Recognizes that, although some features are unique to a language, there are language universals that help one further understand previously learned languages and facilitate the learning of additional languages. Begins to analyze own production to discover and correct errors. Begins to develop other language learning techniques that can be applied to future language learning.

Classical Languages

Listening

Able to understand sentence-length utterances that consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Distinguishes sound and intonation patterns of most learned statements, questions, and commands. Content will be related to textual or specially prepared materials. Understanding is often uneven: repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Speaking

Able to satisfy classroom needs using learned utterances, occasionally expanding these through simple recombinations of their elements. Uses correct intonation and stress only with well-learned utterances and still experiences interference from the first language in pronunciation, stress, and intonation. Asks questions and makes statements involving learned material. Exhibits some flexibility in such areas as retelling very familiar material in its most basic form. Errors are frequent.

Reading

Reads intensively and analytically short passages from specially prepared material or some uncomplicated authentic poetry or prose. Understands main ideas and/or some facts from simple connected material. Understands mastered material, some simple recombinations of mastered elements, and unfamiliar material in a very familiar context. Guesses at some unfamiliar words and phrases by recognition of word roots or lexical/syntactical similarity to the native language. Texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings special interest or knowledge. Some misunderstandings will occur. Reads familiar material orally with reasonable accuracy in pronunciation and phrasing and with some ability to convey meaning.

Writing

Able to write simple fixed expressions and limited memorized material and some recombinations thereof with appropriate spelling, capitalization, and punctuation conventions. Can write all the symbols of an alphabetic system or an appropriate number of symbols in a different system. Recombines vocabulary and structures that have been learned into brief sentences when given very careful guidance but with frequent misspellings and grammatical mistakes. Takes simple dictation with reasonable accuracy.

Culture

Comprehends familiar situations in the culture. Models with some degree of consistency behavior required for such basic purposes as greeting and leave taking, expressing wants, and asking directions. Makes errors in communicating and modeling behavior as a result of misunderstanding or misapplying assumptions about the culture. Understands that certain words and phrases have specific cultural connotations dissimilar to those of the first culture. Locates and integrates information based on cultural material on such subjects as holidays, sports, the monetary system, etc.

Language

Able to generalize about more advanced language operations and to apply this knowledge to immediate language learning tasks. Continues to improve understanding the way English operates as a result of language study. Understands that each language may have a different means of expressing feelings and ideas. Understands that some features of the second language such as intonation patterns, nonlinguistic elements, word order, alphabet system etc., may be nearly identical to or totally different from the first language. Recognizes that, although some features are unique to a language, there are language universals that help one further understand previously learned languages and facilitate the learning of additional languages. Begins to analyze own production to discover and correct errors. Begins to develop other language learning techniques that can be applied to future language learning.

Listening: Level II**Standard Components**

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Skills and concepts that result in the understanding of most routine questions, statements, commands, and the gist of everyday conversations on nontechnical subjects.

Proficiency Description

Able to understand sentence-length utterances that consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Distinguishes sound and intonation patterns of most learned statements, questions, and commands. Content will be topics such as personal background and needs, social conventions, and routine tasks such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations.

Understanding is often uneven: repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Subelements

1. Distinguish variations in sounds and intonation patterns
2. Comprehend basic structures, expressions, and common vocabulary
3. Comprehend short familiar passages
4. Recognize familiar material in unfamiliar context

Recommended Treatments for Subelements

The following illustrates how a teacher might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Distinguish variations in sounds and intonation patterns

Suggested Learner Outcomes

- The student will distinguish variations in sounds and intonation patterns with learned statements, questions, and commands.
- The student will hear and discriminate between verb inflections denoting tense.

Suggested Teaching Activity

The teacher gives the student a pair of sentences to hear that are similar, except for a particular word. The students are asked to indicate which sentence contains a specific message. Example: I like to run. Me gusta correr. Me gusta comer.

Suggested Evaluation Strategy

The teacher shows the student a picture of a boy reading a book. The student hears four sentences and selects the one that most accurately describes the scene. Examples: The boys are reading. The boys are writing. The boy is writing. The boy is reading.

Subelement 2

Comprehend basic structures, expressions, and common vocabulary

Suggested Learner Outcomes

- The student will comprehend basic structures, expressions, and common vocabulary in areas of immediate need or on familiar topics.
- The student will comprehend the broad details of an oral narrative based on familiar material.

Suggested Teaching Activity

The teacher relates a serialized or continuing story about the adventures of a make-believe character. Incorporated into the daily episode are details based on vocabulary or expressions learned, school happenings, or current events. Students follow the story from day to day.

Suggested Evaluation Strategy

The teacher selects a topic and checks for comprehension of expressions relating to that topic. Example: The restaurant (topic). Select the expressions that are not appropriate to the identified topic: Pass the salt. Go to sleep. Could I have the check, please? I would like a sandwich. The year has four seasons.

Subelement 3

Comprehend short familiar passages

Suggested Learner Outcomes

- The student will comprehend short familiar passages on topics relating to daily life situations.
- The student will comprehend oral summaries of material covered in the lessons.

Suggested Teaching Activity

The teacher narrates an account based on a dialogue in the particular lesson studied. The students listen and answer comprehension questions.

Suggested Evaluation Strategy

The student listens to a conversation on tape, then selects which of two summaries best encapsulates the content of the conversation.

Subelement 4

Recognize familiar material in unfamiliar context

Suggested Learner Outcome

The student will recognize familiar material in unfamiliar context.

Suggested Teaching Activity

After a narration about a teacher's personal experience, the student answers yes/no or in short responses to oral questions about the experience.

Suggested Evaluation Strategy

After reading and discussing a cultural note on education, students listen to a conversation between a teacher and two students on the value of education. Students answer questions on the opinions expressed by the speakers.

Speaking: Level II

Standard Components

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Skills and concepts that result in the ability to respond to most routine questions, statements, and commands; to speak intelligibly and use vocabulary sufficient to express oneself simply; and to discuss situations relevant to everyday life.

Proficiency Description

Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Uses correct intonation and stress only with well-learned utterances and still experiences interference from the first language in pronunciation, stress, and intonation. Asks questions and makes statements involving learned material usually relating to daily life situations. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Although there is no autonomy of expression, shows signs of spontaneity. Errors are frequent, and in spite of some repetition, some speakers will have difficulty being understood, even by sympathetic interlocutors.

Subelements

1. Reproduce sounds and intonation patterns in meaningful contexts
2. Use words, phrases, and sentences as appropriate
3. Use expressions needed for daily life situations
(This subelement is not required for classical languages.)
4. Retell familiar material
5. Use alternate means of communicating an idea

Recommended Treatments for Subelements

The following illustrates how a teacher might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Reproduce sounds and intonation patterns in meaningful contexts

Suggested Learner Outcomes

- The student will use correct stress and intonation in brief learned utterances.
- The student will respond to comprehension questions based on an oral passage.

Suggested Teaching Activity

The teacher gives the students a passage to hear, then asks the students comprehension questions to be answered in the target language. This can be done individually in a language laboratory or in small groups.

Suggested Evaluation Strategy

The students listen to the following taped passage and answer the questions that follow:

Las puertas del museo se abrieron a las diez en punto. Cuando llegó el marido, su esposa le dio el boleto de entrada y lo tomó de brazo. Sus hijos lo saludaron y lo besaron. Todos empezaron a caminar hacia la sala de exhibiciones con gran anticipación.

- A. *¿A qué hora abre el museo?*
- B. *¿Quién llegó al museo?*
- C. *¿Qué hicieron los hijos?*

Subelement 2

Use words, phrases, and sentences as appropriate

Suggested Learner Outcome

The student will provide personal information in response to questions about school and family life.

Suggested Teaching Activity

The teacher asks students about themselves, their opinions about issues, their likes and dislikes, etc.

Suggested Evaluation Strategy

The teacher tells the students that a reporter writing an article for the school newspaper will be asking them questions about themselves in an attempt to get a profile of the class. The teacher poses as the reporter and asks each student questions from the following list:

1. *¿Cómo te llamas?*
2. *¿Cuántos años tienes?*
3. *¿Cuál es tu canción favorita?*
4. *¿Cuál es tu artista de cine favorito?*

Subelement 3

Use expressions needed for daily life situations

Suggested Learner Outcome

The student will roleplay in a cultural situation set up by the teacher.

Suggested Teaching Activity

The teacher asks the students to roleplay a situation described on a 3 x 5 card (in English). The roleplaying exercise involves an interaction with the teacher or another student. Example: You are in Mexico City. You have gone shopping with a group of friends; suddenly, you realize you have become separated from your friends. Ask for directions on how to get back to your hotel.

Suggested Evaluation Strategy

The teacher evaluates the student's ability to roleplay a situation without a complication and one with a complication. Example:

Situation without a Complication

- You are a student studying at a summer school in Guadalajara. Go to the bookstore and purchase a dictionary, a pen, and a notebook with \$15.

Situation with a Complication

- You are a student studying at a summer school in Guadalajara. Go to the bookstore and purchase a dictionary. At the bookstore, you realize you forgot the title of the dictionary you have been required to have in class the following day.

Subelement 4

Retell familiar material

Suggested Learner Outcome

The student will describe a personal routine.

Suggested Teaching Activity

The teacher asks the students to relate a personal experience based on a theme covered in the lesson studied.

Suggested Evaluation Strategy

After reading a cultural note on sports, the teacher asks the student to relate his or her perception of the objective of one of these sports and the technique for reaching that objective: baseball, bowling, boxing. The teacher notes the facility with which the student uses transitions, verb tenses, and vocabulary.

Subelement 5

Use alternate means of communicating an idea

Suggested Learner Outcome

The student will paraphrase when lacking words or phrases.

Suggested Teaching Activity

The teacher asks the students to paraphrase a set of expressions. Example: (Teacher) *Tengo que estudiar para el examen.* (Students) *Tengo que repasar la lección para el examen; Tengo que estudiar para la prueba; Tengo que aprender los ejercicios para sacar buena nota mañana; etc.*

Suggested Evaluation Strategy

The teacher sets up the following roleplay situation:

You are a student spending spring break in Cancún. You are shopping at an open air market. You stop at a stall where toys are displayed and explain to the vendor that you are looking for a doll to add to your doll collection, one which is dressed in ethnic costume, in the price range of \$10 to \$15, and small enough to fit in a suitcase. The vendor does not understand you the first time, so you have to explain it again in a different way.

The teacher evaluates the facility with which students make themselves understood and their ability to use verbal and nonverbal forms of communication.

Reading: Level II**Standard Components**

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Skills and concepts that result in the understanding of most routine expressions learned orally and of nontechnical material on familiar subjects with the aid of references.

Proficiency Description

Able to understand main ideas and/or some facts from the simplest connected material dealing with basic personal and social needs. Understands mastered material, some simple recombinations of mastered elements, and occasional unfamiliar material in a very familiar context. Guesses at some unfamiliar words and phrases by recognition of word roots or lexical/syntactical similarity to the native language. Texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings special interest or knowledge. Examples include messages with social purposes or information for the widest possible audience such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Subelements

1. Read familiar material with comprehension
2. Read familiar material orally approximating correct pronunciation and intonation
3. Understand unfamiliar material in context
4. Use word recognition skills
5. Do intensive and extensive reading
(This subelement is suggested only for classical languages.)

Recommended Treatments for Subelements

The following illustrates how a teacher might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Read familiar material with comprehension

Suggested Learner Outcome

The student will understand learned material.

Suggested Teaching Activity

The teacher asks the students to read a passage based on a certain theme. The students read the passage aloud and answer questions on the story that the teacher or other students ask.

Suggested Evaluation Strategy

After thoroughly studying the reading selection in a particular lesson, the teacher asks a student to read aloud a paragraph from that selection. The teacher then asks the student questions about the paragraph. The teacher checks for comprehension of the material. Example:

En este momento crítico de 871, Alfredo Magno asciende al trono. "Mi voluntad fue la de vivir dignamente mientras tuviera vida, y, después de mi muerte, dejar a los que viniesen detrás mi recuerdo en buenas obras," dijo Alfredo Magno. Su madre le inculcó el amor por el conocimiento y la voluntad de servicio. Mucho del conocimiento que tenemos de la temprana Inglaterra medieval se origina en Alfredo Magno. Tradujo personalmente al inglés libros en latín. Inició, con otros colaboradores, la redacción de la Crónica Anglo Sajona, que es una historia de Inglaterra. Alfredo mejoró las leyes, invitó a venir a Inglaterra diestros artesanos del continente, e instituyó escuelas. Derrotó a los daneses y convirtió miles de ellos al cristianismo. Muerto Alfredo en 899, los subsiguientes reyes sajones fueron muy débiles para contener la oleada de los ataques daneses. Un invasor danés, Canuto, llegó a interrumpir la sucesión de reyes sajones por unos veinte años. El último de los reyes sajones, Harold, fue vencido y muerto en 1066 por Guillermo el Conquistador, emparentado con los daneses.

Excerpt from Platt, Nathaniel, et al., *Nuestro Mundo a Través de las Edades*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979.

Conteste sí o no:

1. *La historia de Inglaterra empieza con el periodo del renacimiento.* (N)
2. *Alfredo Magno era bilingüe.* (S)
3. *La Crónica Anglo Sajona fue escrita por una sola persona.* (N)

4. *Alfredo Magno dio una gran fiesta.* (N)
5. *Alfredo Magno creía en la importancia de la educación.* (S)

Subelement 2

Read familiar material orally approximating correct pronunciation and intonation

Suggested Learner Outcome

The student will read familiar material orally with accuracy and meaning.

Suggested Teaching Activity

The teacher gives the students a script to act out in an audition session or tells them to pretend they are the play's director and they are demonstrating to the actors how the scene is played.

Suggested Evaluation Strategy

After thoroughly reading and studying a dramatic selection, the student reads an excerpt from the play, using the intonation appropriate to each dialogue line. Example:

Soldado Primero (al Cocuyito): ¿Por qué moviste la palanca, burro?

Cocuyito (sarcástico): Porque me aburro.

Soldado Segundo: Ya veremos si sigues aburriéndote, ahora que llegue Chiquilinga, furiosa.

Cocuyito: ¡Toda la culpa es de ella!

Soldado Segundo: ¡Ah, sí! De modo que Chiquilinga es la culpable de que la lluvia nos haya derruido el hormiguero.

Cocuyito: Claro que no, babieca, pero por culpa de ella no está aquí Tío Conejo, para que nos defienda.

Soldado Primero: ¡Ah, tienes miedo!

Cocuyito: ¡Maldita Chiquilinga!

Una Obrera: ¡Cállate! ¡Cállate! ¡Mírala ahí! ¡Ya viene!

(Silencio. Entre Chiquilinga. Pausa.)

Excerpt from Sinan, Rogelio. "Chiquilinga," *Historia y Antología de la Literatura Infantil Iberoamericana*, Tomo I. Carmen Bravo-Villasante, editor. Madrid: Doncel, 1966.

The teacher checks for the intonation of questions, statements, exclamations, and commands.

Subelement 3

Understand unfamiliar material in context

Suggested Learner Outcome

The student will read unfamiliar material in a familiar context.

Suggested Teaching Activity

The teacher gives students a selection to read, and asks them to use the following procedure: preview, question, read, state (self-recite), test. **Preview** refers to examining the title, skimming the entire passage to get a general view of what it's all about, looking for the gist of the passage, not stopping to look up unknown words, calling upon one's background information, and proceeding with a set of questions. **Question** refers to the conscious process of seeking the answers to questions already identified and the search for meaning while reading. **Read** refers to the actual second reading of the material, looking for answers to questions and other important content, and to the experience of deducing the meaning of unfamiliar words. **State** refers to the restatement of the material's content after the second careful reading and subsequent rereadings as necessary. **Test** refers to the final rapid reading for fluency.

Suggested Evaluation Strategy

The teacher gives the student an unfamiliar passage to read and comprehension questions based on the passage. Example:

*La Música y Los Bailes Españoles**

Los españoles han creado un rico tesoro de música y bailes populares conocido y estimado en gran parte del mundo. Esta herencia musical nos da una idea excelente de la vida y del carácter de las varias provincias de España.

Entre los más populares de los bailes regionales del país está el flamenco que es típico de Andalucía. Este baile, asociado frecuentemente con los gitanos de la España meridional, lo ejecutan por lo general unos bailarines, cantantes, y espectadores que baten palmas para marcar el compás del ritmo animado. Para hacer esto, se tocan castañuelas así como la guitarra y la pandereta. Igual que la vida andaluza, el flamenco es generalmente emocional y muy animado.

El canto hondo es otro tipo de música andaluza. Expresa la tristeza y el anhelo. Se canta de un modo especial descrito a veces como un gemido en tono menor. El canto hondo se parece mucho a la música sagrada hebrea y árabe. Otros bailes andaluces son el fandango, la seguidilla, las sevillanas y el bolero.

1. ¿De qué parte de España viene el baile más popular?
2. ¿Qué podemos aprender del pueblo español por su herencia musical?
3. ¿En quiénes pensamos inmediatamente al decir flamenco?
4. ¿Cómo se caracteriza un andaluz?
5. ¿El canto hondo tiene raíces en cuáles culturas?

Subelement 4

Use word recognition skills

Suggested Learner Outcome

The student will understand unfamiliar words and phrases by using word recognition skills.

Suggested Teaching Activity

The teacher gives the students a list of words and has them rapidly find the identical word from a choice of four. Students can exercise accurate discrimination as they find the matches. For example:

- | | | | | |
|--------------------|-----------|----------|-----------|------------|
| 1. <u>electo</u> | elección | elector | electoral | electo |
| 2. <u>terminal</u> | término | terminal | terminar | terminante |
| 3. <u>poblar</u> | poblador | poblar | población | poblado |
| 4. <u>excelso</u> | excelente | exceder | excelso | excelencia |

Suggested Evaluation Strategy

The teacher gives students a series of sentences with blanks to be filled in. The words that are used in the spaces should be related forms of the same word. Example:

Complete con poema, poesía, poeta, poética, poetisa.

1. Un soneto es un (poema) de catorce líneas.
2. Mi pasatiempo favorito es leer (poesía) romántica.
3. El (poeta) se expresa con gran sensibilidad.
4. La letra de la canción me pareció poética.
5. Gabriela Mistral fue una gran (poetisa) de Sudamérica.

Writing: Level II

Standard Components

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

* Cabat, Louis and Cabat, Robert. *El Mundo Hispánico*. New York: Oxford Book Company, 1970.

Program Goal

Skills and concepts that result in the production of essential messages and in the communication of everyday situations using basic constructions and simple vocabulary.

Proficiency Description

Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists with appropriate spelling, capitalization, and punctuation conventions. Can write all the symbols of an alphabetic system or an appropriate number of symbols in a different system. Recombines vocabulary and structures that have been learned into brief sentences when given very careful guidance but with frequent misspellings and grammatical mistakes.

Subelements

1. Write familiar material using spelling, capitalization, and punctuation conventions
2. Write from dictation
3. Use familiar material in guided composition

Recommended Treatments for Subelements

The following illustrates how teachers might use a subelement in the development of learner outcomes and in the planning of appropriate teacher and evaluation activities:

Subelement 1

Write familiar material using spelling, capitalization, and punctuation conventions

Suggested Learner Outcome

The student will use spelling, capitalization, and punctuation that are acceptable when dealing with familiar material.

Suggested Teaching Activity

Students are given dialogues with lines missing. As they read the lines, they fill in appropriate questions or answers on the blank lines.

Suggested Evaluation Strategy

The teacher gives students a dialogue to fill in missing words and punctuation. Example:

Complete usando palabras y puntuación apropiada.

A. *Hola, Felipe. _____ Eres español?* (¿)

B. *Sí _____ señor, soy de _____.* (,) (España)

A. *Y, ¿_____ haces aquí en Francia _____* (Qué) (?)

B. *Pues, trabajar lo _____ posible.* (menos)

A. *Y, _____ para qué trabajas?* (entonces)

B. _____, *para vivir.* (Pues)

A. _____, *¿no te _____ con tus amigos?* (Oye) (diviértete)

B. _____, *hombre, aquí _____ tengo amigos. No _____ al cine porque no*
(Bueno) (no) (voy)

_____ *hablar francés, ni hacer el gasto de una vida social. Quiero _____ pronto a España.*
(puedo) (regresar)

Subelement 2

Write from dictation

Suggested Learner Outcome

The student will take dictation from unfamiliar but simple material.

Suggested Teaching Activity

The students listen to a conversation between a talk show host/hostess and a guest. After listening to the passage the first time, the students are given a list of information categories to fill in. The students then listen to the passage a second time and fill in all the information they can. If students are unable to complete the list, they are asked to devise questions for gathering the missing information.

Suggested Evaluation Strategy

The student listens to a telephone conversation where a message is delivered. The student takes down the important information in the message. Example:

- A. This is the Ríos residence.
- B. May I speak to Dolores, please?
- A. I'm sorry, but Dolores is not in.
- B. Well, Dolores asked me to let her know when I was getting into town so that she could pick me up. Would you tell her that Janet Parker called and that she will be arriving at 5 p.m., Saturday, May 15, on American Airlines Flight 334. She can pick me up at the baggage claim area. Did you get everything down?
- A. Yes. I'll give Dolores the message.
- B. Thank you.
- A. You're welcome.

Subelement 3

Use familiar material in guided composition

Suggested Learner Outcome

The student will recombine vocabulary and structures previously learned into brief sentences with guidance.

Suggested Teaching Activity

The teacher dictates sentences in random order. Students copy them and then arrange them logically.

Suggested Evaluation Strategy

The student listens to a taped interview with President Miguel de la Madrid*, then writes a report expressing the interviewee's position on certain issues.

Sample questions for the student:

1. According to de la Madrid, which crisis is worse: the 1982 crisis or the 1986 crisis?
2. What alternative does de la Madrid see for oil?
3. What role does de la Madrid feel that the countries around the world play in the economic future of countries like Mexico?
4. How does de la Madrid feel about his country's foreign debt?
5. How does de la Madrid view Mexico's relationship with the United States?
6. How would you characterize de la Madrid's view of his country's future?

*See page 59 for text of "An Interview with Miguel de la Madrid."

Culture: Level II

Standard Components

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Concepts that result in knowledge and awareness of the history and culture of another people within a range of situations.

Proficiency Description

Comprehends and handles familiar survival situations and is able to interact with a native of the culture accustomed to dealing with nonnative speakers. Models with some degree of consistency behavior required for such basic purposes as greeting and leave taking, expressing wants, asking directions, buying food, traveling to and from the country, and using transportation. Makes errors in communication and behavior as a result of misunderstanding or misapplying assumptions about the culture. Understands that certain words and phrases have specific cultural connotations dissimilar to those of the first culture. Locates and integrates information based on cultural material on such subjects as holidays, sports, the monetary system, etc.

Subelements

1. Understand that behavior is conditioned by culture
2. Become aware of the cultural connotations of common words and phrases
3. Locate and organize cultural information

Recommended Treatments for Subelements

The following illustrates how a teacher might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Understand that behavior is conditioned by culture

Suggested Learner Outcome

The student will demonstrate knowledge that behavior is conditioned by culture.

Suggested Teaching Activity

The teacher provides students with a mixed list (two columns) of causes and effects (behaviors and related cultural conditions), for example, affluence and number of closets, size of garages, and number of daily clothing changes; emphasis on extended family and sharing bedrooms, etc. Students match the causes and effects through small-group discussion.

Suggested Evaluation Strategy

The teacher asks the students to make a generalization about the target culture and support the statement by giving visual manifestations, personal experiences, and/or conclusions reached from readings, etc.

Subelement 2

Become aware of the cultural connotations of common words and phrases

Suggested Learner Outcome

The student will demonstrate knowledge that certain words and phrases have specific cultural connotations.

Suggested Teaching Activity

The teacher gives the students commands for pantomiming a phone call procedure typical of a certain country:

- Go into the telephone booth and lift the receiver.
- Wait until you hear the tone.
- Deposit the appropriate amount of money (depending on the country in reference).

- Dial the number 2 50 97.
- Hang up if you hear a repeated tone, because the number is busy.

(Variation: Go through the procedure when calling from a hotel in the same country or pantomime a different telephone procedure from a different area.)

Suggested Evaluation Strategy

The teacher asks students to describe the main differences between the way a certain cultural practice is carried out in two geographical locations within the target culture. Example: Describe the procedures followed in placing telephone calls in Mexico and Venezuela.

Subelement 3

Locate and organize cultural information

Suggested Learner Outcome

The student will demonstrate knowledge about locating and integrating cultural information.

Suggested Teaching Activity

Groups of students plan a trip to the target country. They are given plane schedules and prices; hotel, restaurants and tourist attraction guides; and blank itinerary forms. Each group chooses a city and outlines an itinerary in detail, day by day. The groups also plan budgets in pesos, pesetas, francs, etc., and in dollars on budget forms. Separate tasks can be assigned for various class days.

Suggested Evaluation Strategy

The teacher gives students a list of cultural questions and asks them to provide a source from which the information might be taken. Example:

What is the correct rate of exchange between pesos and dollars? International bank

What is the capital of Honduras? Map

How many provinces are there in Spain? Map

Who wrote *Don Quixote*? Library catalog card

What is the gender of *paraguas*? Dictionary

Language: Level II

Standard Components

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Concepts that result in generalizations about how a language operates and skills that result in the application of the language learning process to the study of other languages.

Proficiency Description

Able to generalize about more advanced language operations and to apply this knowledge to immediate language learning tasks. Continues to improve understanding the way English operates as a result of language study. Understands that while each language may have a different means of expressing feelings and ideas, no language is superior to another in this ability. Understands that some features of the second language such as intonation patterns, nonlinguistic elements, word order, etc., may be nearly identical to or totally different from the first language. Recognizes that, although some features are unique to a language, there are language universals that help one further understand previously learned languages and that facilitate the learning of additional languages. Begins to analyze own production to discover and correct errors. Begins to develop other language learning techniques that can be applied to future language learning.

Subelements

1. Recognize the interrelationship of languages
2. Recognize the role of nonlinguistic elements in communication

3. Recognize that some language features are unique
4. Recognize errors as important in learning a language
5. Develop language learning techniques

Recommended Treatments for Subelements

The following illustrates how a teacher might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Recognize the interrelationship of languages

Suggested Learner Outcome

The student will demonstrate increased awareness of the way English operates as a result of language study.

Suggested Teaching Activity

Translate a proverb in the target language into English. Compare literal meaning with general idiomatic interpretation.

Suggested Evaluation Strategy

Given a Latin root from which vocabulary items in the target language stem, the student provides vocabulary items in English that stem from the same root. Example: momentum (L) moment, momentarily, momentous, momentum.

Subelement 2

Recognize the role of nonlinguistic elements in communication

Suggested Learner Outcome

The student will demonstrate knowledge about the role that nonlinguistic elements play in communication.

Suggested Teaching Activities

- The teacher explains some theories about body language and distinguishes between body language and gestures.
- The students observe an English speaker for three minutes and tally the number of types of gestures used and the body language employed.

Suggested Evaluation Strategy

The teacher asks students to distinguish between body language and gestures by describing examples from American culture that illustrate each.

Subelement 3

Recognize that some language features are unique

Suggested Learner Outcome

The student will demonstrate awareness that some features of the language may be unique or similar to the first language.

Suggested Teaching Activity

The teacher presents a passage in two versions, English and the target language, that has been preselected to use regular present tense verbs in the two languages. Using a worksheet provided by the teacher, the students work in groups to find the verb endings for the various subjects in the passages and to fill them in. They brainstorm generalizations about how verbs work in the two languages.

Suggested Evaluation Strategy

The teacher asks students to generalize about the form and use of the present tense in English and in the target language.

Subelement 4

Recognize errors as important in learning a language

Suggested Learner Outcome

The student will demonstrate the use and importance of self-correction in language study.

Suggested Teaching Activity

The students make up skits based on familiar material. Skits are performed before the class and recorded on cassettes simultaneously. The audience will be asked one or two questions about the content of a skit in the target language. Audience members will turn in answers to skit performers along with suggestions for improvement. Skit performers will receive cassette tapes of their own skits. They will evaluate their skits and rewrite, improve, and perform again. The audience will be questioned again, and answers again will be turned in to skit performers for their evaluation.

Suggested Evaluation Strategy

The teacher observes the progress of students from dealing strictly with memorized material to beginning to create with the target language.

Subelement 5

Develop language learning techniques

Suggested Learner Outcome

The student will demonstrate knowledge and use of language learning techniques.

Suggested Teaching Activity

Based on Rubin and Thompson's* advice, students become better language learners if they are creative in their use of the second language and if they take advantage of every opportunity to practice the target language. The teacher, then, can provide the class with several magazine pictures with groups of people in them but no written language. The students are asked to choose one picture to talk about, making assumptions about places, situations, and relationships.

Suggested Evaluation Strategy

The teacher asks the students to describe the language learning strategies they employed while describing a picture provided by the teacher. The student might list using mnemonics, learning from errors, making intelligent guesses, learning some word strings as wholes, etc.

* Rubin, J. and Thompson, J. *How to Be a More Successful Language Learner*, Boston: Heinle and Heinle, 1982.

An Interview with Miguel de la Madrid

When he assumed the presidency in 1982, Miguel de la Madrid Hurtado inherited a country tottering on the edge of economic collapse. An 11% drop in the price of oil coupled with spiraling interest rates had left Mexico \$85 billion in debt and forced international bankers to cobble together an emergency rescue plan. The Harvard-trained De la Madrid instituted a painful austerity program that devalued the peso, sharply curtailed imports and cut government spending, including costly subsidies on basic goods and services. In an effort to stimulate future growth, he sold off some state-owned enterprises and invited foreign investment. Now, halfway through De la Madrid's six-year term, another precipitous drop in the price of oil, which is expected to cost Mexico \$6 billion in revenues, and \$4 billion in losses caused by last September's catastrophic earthquake have pushed Mexico back to the brink.

Last week the World Bank agreed to lend Mexico \$400 million to repair earthquake damage. But the country still needs an additional \$6 billion to meet payments on its now \$98 billion debt. De la Madrid recently met with TIME Assistant Managing Editor Richard Duncan and Mexico City Bureau Chief Harry Kelly. During the hour-long interview, De la Madrid, 51, appeared surprisingly optimistic about his country's future. Excerpts:

On comparisons with the 1982 crisis. The impact of the drop in oil prices is much more serious now than it was in 1981-82, but at present Mexico has monetary reserves it did not have at the end of 1982. We have moved forward in the restructuring of our foreign debt, and we do not have companies on the verge of bankruptcy, as was the case in 1982. I would also say that there is not as much tension among the people as there was at the end of 1982. By that, I do not mean that people are not nervous, but the situation is not as critical.

On reducing dependence on oil. Mexico needs to develop very aggressively its capacity to export goods other than oil. We need foreign investment to increase export capacity and [to enable us] to absorb modern technology. This goal requires considerable internal efforts and a climate abroad that will encourage investments in export products. No matter how hard we try in Mexico to increase exports, if the large markets do not give access to our export goods, the investor will not feel sufficiently encouraged to make the investments.

On international cooperation. We debtor countries should do our job, but that is not enough. There is a need to achieve more effective economic cooperation. Otherwise, we will continue to go from crisis to crisis. The countries of Latin America have been setting forth these ideas. We have a consultation group, the Cartagena Group, that has pointed out the problems and indicated that they cannot be dealt with on the

basis of purely commercial or business criteria, and since the fate of many nations is at stake, political criteria should be taken into account. I believe such ideas are gradually gaining acceptance. For example, what has been called the Baker Plan* is based on the idea that there can be no solution to the debt problem without economic growth. This is a very important idea. What is now needed is to give it shape.

On a future debt moratorium. One of the basic principles of our foreign policy is the peaceful solution of controversies. We have not considered it useful to foment conflict or confrontation. Mexico believes more in negotiation than in confrontation.

On the political costs. At present, 70% of our public deficit stems from interest payments. In spite of having increased revenue and reduced expenditures, the load of the interest on the debt has us traveling a vicious circle. If we could reduce the debt-service burden, we would be strengthening the balance of payments and that would give us greater capacity to import—and most of our imports are from the U.S.

In addition to being a real economic problem, the debt has become a very important psychological problem for the people of Mexico. A person or a country can work with greater enthusiasm if they can see a light at the end of the tunnel. But if they see that however many efforts and sacrifices they make, there seems to be no way out, a problem of despondency arises.

On U.S.-Mexican relations. The fact that we are neighbors creates a very complex relationship. There is a great potential for cooperation but also for conflicts. The matter of migration attests to this fact. The drug-trafficking issue has caused some problems. The U.S. is the No. 1 drug-consumer market in the world, and is thus a powerful magnet, which in turn serves to foster this kind of activity in Mexico. The Mexican government is making a considerable effort in drug control in spite of our economic crisis.

On Mexico's future. I do not think Mexico has ever had a very easy time. If we look back over history, we will see that it was only from the 1950s until the end of the 1970s that we enjoyed continuous expansion. The rest of our history has been difficult and has always required enormous efforts by the Mexican people. We have been able to surpass these problems and change Mexico into an important country on a world scale. If we have been able to achieve this when we faced even more serious problems than the ones we face now, I am certain that we will be able to do the same in the future.

*U.S. Treasury Secretary James Baker's proposal to provide low-interest loans to help Third World debtors stimulate long-term growth.

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TIME, March 24, 1986, p. 46.

Level III

Proficiency Descriptions

The following proficiency descriptions for modern languages provide a portrait of what a student will typically be able to do after Level III in terms of each linguistic skill and in terms of the concepts of culture and language:

Modern Languages

Listening

Able to understand sentence-length utterances that consist of recombinations of learned utterances on a variety of topics. Content continues to be primarily related to personal background and needs, social conventions, and somewhat more complex tasks such as securing lodging and transportation and shopping. Additional content areas include some personal interests and activities and a greater diversity of instructions and directions. Listening tasks pertain not only to spontaneous face-to-face conversations but also to short routine telephone conversations and to some deliberate speech such as simple announcements and reports over the media. Speech samples or interactions will sometimes be with native speakers. Understanding continues to be uneven. Picks up some nonlinguistic cues such as body language to aid comprehension.

Speaking

Able to handle successfully a limited number of interactive, task oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Able to produce most sound combinations and intonation patterns but only with very familiar material. Has strong interference from first language in pronunciation, stress, intonation, and vocabulary. In spontaneous situations, paraphrases on rare occasions or retells very familiar material learned orally or studied thoroughly. At times, able to sustain a conversation of two or three consecutive brief utterances on very familiar topics. Misunderstandings frequently arise, but with repetition, the speaker can generally be understood by sympathetic interlocutors.

Reading

Able to read consistently with increased understanding simple connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience. Can guess at unfamiliar vocabulary if highly contextualized. Reads intensively and analytically very brief passages from specially prepared material or some uncomplicated poetry or prose such as fictional narratives, samples from literary works, and cultural information. Reads longer passages of material only when of high interest but even then with little attention to detail. Begins to show spontaneity in reading by guessing at some meaning from context in unfamiliar material and by applying knowledge of word roots and lexical/syntactical clues.

Writing

Able to meet limited practical writing needs. Can write short messages and postcards and take down simple notes such as telephone messages. Can create statements or questions in carefully guided situations within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Able to write some original composition but is inadequate to express anything except elementary needs. Makes frequent errors in grammar, vocabulary, punctuation, spelling, and/or formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.

Culture

Comprehends and handles routine social situations with a native of the culture accustomed to dealing with nonnative speakers. Understands common taboos, sensitivities, and rules of etiquette, though the student's own behavior still predominates. Begins to choose words carefully for their appropriateness in a given context. Uses behavior acquired for such routine situations as making polite requests, apologies, introductions, purchases,

telephone calls, etc. Comprehends the response, but some misunderstandings and miscommunications occur. Has acquired knowledge of common cultural generalizations and facts in such areas as family life, politics, literature, religion, history, geography, etc. Compares and discusses a few aspects of the first and second culture such as school life and leisure time activities.

Language

Able to apply generalizations about language operations to most language learning tasks. Begins to recognize appropriate language for different social situations such as greetings among age groups and the language of schoolmates, dignitaries, friends, and family. Is aware of the various component parts of language such as syntax, pronunciation, intonation, stress, vocabulary, etc. and of their importance in the act of communication. Has developed some autonomy in analyzing errors and uses the self-monitoring process to improve control of language production. Continues to develop such other language learning techniques as contextual guessing, application of grammatical generalizations, and mnemonic devices.

Listening: Level III

Standard Components

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Skills and concepts that result in the understanding of most routine questions, statements, commands, and the gist of everyday conversations on nontechnical subjects.

Proficiency Description

Able to understand sentence-length utterances that consist of recombinations of learned utterances on a variety of topics. Content continues to be related primarily to personal background and needs, social conventions, and somewhat more complex tasks such as security, lodging and transportation, and shopping. Additional content areas include some personal interests and activities and a greater diversity of instructions and directions. Listening tasks pertain not only to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech such as simple announcements and reports over the media. Speech samples or interactions will sometimes be with native speakers. Understanding continues to be uneven. Picks up some nonlinguistic cues such as body language to aid comprehension.

Subelements

1. Comprehend basic structures, expressions, and common vocabulary
2. Comprehend short familiar passages
3. Recognize familiar material in unfamiliar context
4. Interpret body language and context to aid comprehension
5. Comprehend native speakers in controlled situations

Recommended Treatments for Subelements

The following illustrates how teachers might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Comprehend basic structures, expressions, and common vocabulary

Suggested Learner Outcomes

- The students will understand extended answers to their questions.
- The student will understand expressions of courtesy such as *¿se puede molestar?*; *buen provecho*; *tenga la bondad de*; *dar la mano*; *que lo pase bien*; *Jesús*; *salud*; *pesetas y amor*.
- The student will understand the imperfect when used to express repeated or habitual action in the past.

Suggested Teaching Activities

- The student draws a figure or scene from an oral description given by the teacher.
- The student puts pictures into a sequence according to an oral presentation.
- As a poem or other passage is read, the student performs the actions being described.
- The student follows directions through a maze created in the classroom.
- The student listens to descriptions of finger food items while viewing the actual items.
- The student identifies the famous personality responsible for doing what is described by the teacher. The teacher describes what Mr. or Ms. X used to do as a young person.

Suggested Evaluation Strategy

Students listen to a question-answer exchange between a student and a native speaker of the target language. The student in the conversation asks a simple open-ended question and receives an extended reply from the native speaker. Students then listen to several summaries of the response and select the most appropriate one.

Example: (Ellen) *¿Le gustó la película?*

(Sr. Pérez) *Pues, todavía no me puedo decidir. Lo que sí puedo decir es que me cautivó por dos horas enteras y al final de esa intensidad me sentí totalmente frustrado y deprimido.*

Resúmenes:

- A. *El Sr. Pérez siempre no vio la película.*
- B. *Al Sr. Pérez no le gustó la película.*
- C. *El Sr. Pérez no sabe.*

Subelement 2

Comprehends short familiar passages

Suggested Learner Outcome

The student will understand someone's account of a sequence of events that happened to him or her.

Suggested Teaching Activity

Students listen as someone roleplays a person relating an experience and guess who the person could be. The accounts could be taped, or the teacher could give them orally to the class. The accounts would be famous legends or incidents with which the students are already familiar. Some examples: George Washington chopped down the cherry tree, Ben Franklin flew a kite and discovered a scientific phenomenon, Davy Crockett fought the battle of the Alamo, Betsy Ross sewed the first flag of the United States of America, etc.

Suggested Evaluation Strategy

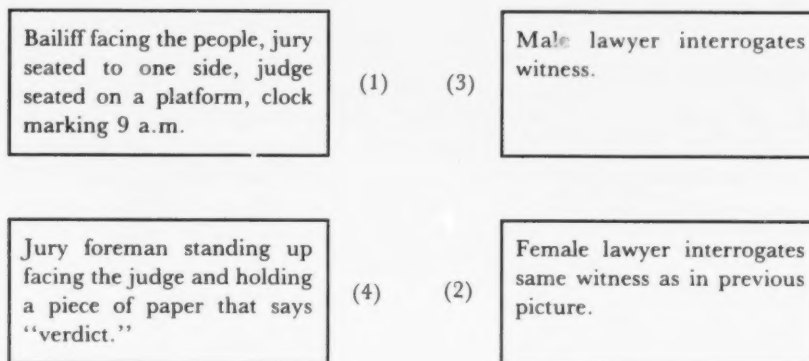
The student listens to someone's account of a first visit to a courthouse to witness a trial. The student arranges pictures or illustrations of a series of summary statements or descriptive statements of certain parts of the account in a sequence that parallels the oral account.

Example: *“Esa mañana me levanté muy temprano para poder arreglarme y llegar al palacio de justicia con bastante tiempo. Nunca se me olvidará cuando entré por la puerta principal y me enfrenté con un panorama de escaleras, oficinas, pasillos, ascensores, y una multitud de gente, apurados rumbo a no sé dónde. De pronto se me olvidó por completo el propósito de mi visita. Al poco tiempo, se me ocurrió preguntarle a alguien dónde estaba la sala del tribunal y en unos cuantos minutos me instalé en la primera fila con una vista sin obstáculo del juicio.*

El aguacil declaró la sesión abierta a las 9:00 de la mañana y el juez empezó por explicarle al jurado la manera en que el juicio procedería. El primer abogado, la Lic. Muñoz Palacios, que se dirigió al jurado fue la representante del estado. Ella dio su versión de la causa y lo que esperaba lograr. Después siguió el abogado que representaba al acusado. El también explicó lo que ocurrió pero desde su punto de vista, y presentó una explicación de lo que él intentaría probar.

En seguida empezó el desfile de testigos que dieron sus declaraciones. El estado trató de dar solidez a su causa y la defensa trató de repudiar cada punto. Así continuaron los procedimientos hasta que los abogados dieron sus exposiciones finales. El juez entonces dio instrucciones finales al jurado antes de que éste se retirara para evaluar la evidencia presentada por los testigos.

Las dos horas de espera pasaron como una chispa. El jurado volvió a la sala a las 5:00 de la tarde y el juicio empezó su última etapa. El juez pidió el veredicto del jurado y se aseguró del acuerdo de los individuos en el jurado. Las últimas acciones del juez fueron darle las gracias al jurado y declarar culpable al acusado."



Subelement 3

Recognize familiar material in unfamiliar context

Suggested Learner Outcomes

- The student will understand a poem written by a fellow student based on the lesson's culture note.
- The student will recognize familiar material in unfamiliar context.

Suggested Teaching Activities

- After students listen to several interviews of Hispanics talking about their families, they read a short literary work that has family as its theme, e.g., *Una Aventura Para Tía Eulalia*, and discuss cultural information about Hispanic families. The teacher assigns someone to write a short poem about the family. Students then listen to the poem and discuss its form and content.
- With rules and previously learned vocabulary items on tape, students seek objects on a scavenger hunt.
- In a catalog, students locate items that have been previously described.

Suggested Evaluation Strategy

Students listen to a student's reading of an original poem based on the unit's theme, *Modern Day Latin America*. The teacher then asks the students to read several statements the poem makes and to determine whether they are true or false. Example:

*LATINO AMERICA**

*Tanta hambre, tanta pobreza
Las calles llenas de dolor y tristeza
Guerra y violencia en cada rincón
¿No habrá una solución?*

*La gente sufre como en un infierno
¿Puede ser que no los ve el gobierno?
Gente inocente busca la sustentación
¿Por qué el gobierno no presta atención?*

*Dicen que hay la revolución
¿Pero puede ser ésta la solución?
¿Cómo es que la fuerza y la resistencia
Pueden mejorar esta triste existencia?*

* By Leslie Fergerstrom, Capítulo Enrique E. Lamadrid, Hyde Park Baptist High School, Austin, Texas. Darryl Borges, sponsor.

*Aquel niño sin casa, sin comida
¿Puede ser que merece esta vida?
Miedo e inseguridad, reflejada en su faz
¿Por qué no hay paz?*

*Promueven la teología de la liberación
¿Pero es la violencia la solución?
¿Será que la lucha para conquistar
Resultará en víveres y en un hogar?*

*Los prisioneros políticos asaltados y detenidos
¿Es justo que ellos no fueron oídos?
La intolerancia y la injusticia reinan incontroladas
¿Será que sus perjuicios serán limitados?*

*Otros gobiernos ofrecen la ayuda de afuera
¿Pero es la solución interferencia extranjera?
¿Será que pueden ofrecer asistencia
Sin exigir mucha recompensa?*

*¿Habrá manera de aliviar el sufrimiento?
¿Cómo proveer habitación y alimento?
Y los prisioneros, ¿Obtendrán justificación?
¿Habrá una solución?*

Are the following true or false?

1. *Hay muchos presos por razones políticas.*
2. *Se encuentran niños que necesitan alimento y alojamiento.*
3. *Los problemas de Latinoamérica incluyen la seca.*
4. *La solución a los problemas se encuentra en revolución, religión, e intervención.*
5. *Hay razón por la cual vemos optimismo en el futuro de Latinoamérica.*

Subelement 4

Interpret body language and context to aid comprehension

Suggested Learner Outcome

The student will understand a speaker's message by using knowledge of familiar vocabulary, context in interpreting unfamiliar vocabulary, and body language the speaker employs.

Suggested Teaching Activities

- After watching videotapes of native speakers, the students speculate on the speakers' intent or tone from the body language.
- Students play "Simon Says" with gestures.

Suggested Evaluation Strategy

The student views a videotape of a native speaker commenting on what soccer means to him or her. The student responds to questions such as:

- Was the speaker trying to be humorous?
- Did the speaker speak knowledgeably of the sport?
- Was the speaker directing remarks to a peer or to an adult?
- What do you suppose the repeated use of *bueno* throughout the conversation means?

Subelement 5

Comprehend native speakers in controlled situations

Suggested Learner Outcome

The student will understand an interview of a popular artist on a topic of interest to students.

Suggested Teaching Activities

- Listening to a recorded song, the student will fill in blanks left in a printed copy of the lyrics.
- After listening to a native speaker on a carefully selected topic students are already familiar with, the student responds in a question/answer session, asks prepared questions of the speaker, or summarizes the presentation.

Suggested Evaluation Strategy

Students see an interview of a popular Spanish singer responding to questions about American/Spanish music and American/Spanish youth. The interviewer is a young entertainment critic. Students respond to questions based on the opinions expressed in the interview. Example:

- What is the most important difference between Spanish and American popular music?
- How do audiences differ in the two countries?
- How does promotion differ in the two countries?
- What do the means chosen to promote a certain album in Spain say about Spanish youth?
- What do the means chosen to promote a certain album in the United States say about American youth?

Speaking: Level III**Standard Components**

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Skills and concepts that result in the ability to respond to most routine questions, statements, and commands; to speak intelligibly and use vocabulary sufficient to express oneself simply; and to discuss situations relevant to everyday life.

Proficiency Description

Able to handle successfully a limited number of interactive, task-oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Able to produce most sound combinations and intonation patterns but only with very familiar material. Has strong interference from first language in pronunciation, stress, intonation, and vocabulary. In spontaneous situations, paraphrases on rare occasions or retells very familiar material learned orally or studied thoroughly. At times, able to sustain a conversation of two or three consecutive brief utterances on very familiar topics. Misunderstandings frequently arise, but with repetition, the speaker can generally be understood by sympathetic interlocutors.

Subelements

1. Reproduce sounds and intonation patterns in meaningful contexts
2. Use expressions needed for daily life situations
3. Retell familiar material
4. Use alternate means of communicating an idea
5. Sustain conversation on familiar subjects

Recommended Treatments for Subelements

The following illustrates how teachers might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Reproduce sounds and intonation patterns in meaningful contexts

Suggested Learner Outcome

The student will ask others for information about themselves.

Suggested Teaching Activities

- Students listen to a taped conversation in which one speaker interviews another. The interviewer attempts to learn personal information about the interviewee. With a copy of the text of the tape in hand, students assume the role of the interviewer and read the appropriate lines aloud.
- The teacher prepares students for the next day's activity by telling them they will have to gather certain types of information from fellow students the following day. The topics that will be involved include: family, school, friends, favorite pastimes, birthdays, summer vacation, etc. On the day of the lesson, the teacher has students select a topic from a hat (at random) and asks them to direct the questions to a certain student. The student being asked the questions should respond in the target language as much as possible but is not restricted to doing so.

Suggested Evaluation Strategy

The teacher prepares questions around a certain topic and puts them on note cards. Students select a card and proceed to ask those questions to the teacher in the target language.

Example: Leisure

- What do you like to do for fun?
- Is this an expensive hobby?
- How often do you participate in this activity?
- Do you recommend this hobby? Why?

Subelement 2

Use expressions needed for daily life situations

Suggested Learner Outcome

The student will summarize a movie, TV program, book, magazine article, etc.

Suggested Teaching Activity

Students participate in directed situational activities requiring spontaneous responses. For example, paired sets of cards containing specified content of the situation are given to the students. Card A is the hotel manager; Card B is the client. The client is directed to request a certain kind of room in a specified price range. The manager's card lists rooms available, prices, locations in the hotel, etc.

Suggested Evaluation Strategy

The student is given a magazine article to read the night before. On the day of the examination, the teacher asks the student to summarize it. The teacher evaluates the student on the following areas: vocabulary, structure, comprehensibility, fluency,* and amount of information communicated—each within a limited range (0 1 2, 0 1 2 3, or 0 1 2 3 4).

Subelement 3

Retell familiar material

Suggested Learner Outcome

The students will give detailed and extended information about themselves using rudimentary verbal paragraphs as the format.

Suggested Teaching Activities

- Students give information about themselves to others who are registering them in a hotel, in a hospital, in a school, in a police station, etc.

* Omaggio, Alice C. *Teaching Language in Context: Proficiency-Oriented Instruction*. Boston, MA: Heinle & Heinle Publishers, 1986.

- Have the class play "Show and Tell" with their hobby or favorite pastime.
- One student from the group stands in front of the class while the rest of the students are blindfolded. The student who is standing gives a description of himself or herself, and the rest of the students identify the student by that description.

Suggested Evaluation Strategy

The teacher prepares personal open-ended questions and writes them on note cards. Students choose one and respond orally. The teacher evaluates the oral performance on vocabulary, structure or grammatical well-formedness, comprehensibility, fluency, and amount of information communicated. Each category can be judged within a limited range (0 1 2 3 or 0 1 2 3 4). Examples:

- Tell me about your family.
- Tell me about your daily routine on school days.
- What kinds of things do you like to do for fun?
- What is your brother/sister like?
- What is your best friend like?
- How do you fix your favorite meal?

Subelement 4

Use alternate means of communicating an idea

Suggested Learner Outcome

The student will circumlocute with the closest equivalent in the target language when unable to express an idea.

Suggested Teaching Activities

- The student reports on the events covered in the basic lesson in any of the following forms: a weather report, a sportscast, a newscast, etc.
- The student is given a picture of an object and asked to define it in the target language.
- The students are asked to list as many vocabulary items as they can think of related to a particular topic. Example: "El universo"—*planeta, estrella, mundo, astro, cielo, nube, sol, espacio, etc.*

Suggested Evaluation Strategy

Students are asked to explain certain concepts to a visitor from another country who knows very little English and is totally unfamiliar with the vocabulary.

Example: prescription, car breakdown, business meeting, double (type of room), special diet, passenger train, nationality, etc.

Subelement 5

Sustain conversation on familiar topics

Suggested Learner Outcome

The student will explore options in a communicative situation and handle difficulties and unexpected events.

Suggested Teaching Activities

- "Talkathon"—Pairs of students carry on a timed conversation on a given topic.
- The student is given a situation to roleplay that has a few difficulties built in. The teacher or a fellow student acts as the other character in the situation. Example: You arrive at a friend's house where you will study for tomorrow's test. When you ring the doorbell, a stranger answers the door. Find out who this person is, if you can leave a message or if you have been left a message, whether you can borrow the telephone to call your parents, etc.

Suggested Evaluation Strategy

The teacher describes situations on notecards that students can roleplay. The situations deal with survival areas, and they require students to resolve some minor problem. After the student chooses one, the teacher

participates in the situation with the student and tapes the exchange. The student is evaluated on vocabulary diversity, structure or grammatical well-formedness, comprehensibility, fluency, and amount of information communicated.

Example: You are in a restaurant...

- Call the headwaiter.
- Complain that the food is too spicy and that it was cold when it was brought to the table.
- Complain that the table you were given is in a very dark section of the restaurant.
- Demand a new dish and a light for your table or you will walk out of the restaurant.

Reading: Level III

Standard Components

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Skills and concepts that result in the understanding of most routine expressions learned orally and of nontechnical material on familiar subjects with the aid of references.

Proficiency Description

Able to read consistently with increased understanding simple connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience. Can guess at unfamiliar vocabulary if highly contextualized. Reads intensively and analytically very brief passages from specially prepared material or some uncomplicated poetry or prose such as fictional narratives, samples from literary works, and cultural information. Reads longer passages of material only when of high interest but even then with little attention to detail. Begins to show spontaneity in reading by guessing at some meaning from context in unfamiliar material and by applying knowledge of word roots and lexical/syntactical clues.

Subelements

1. Understand unfamiliar material in context
2. Use word recognition skills
3. Do intensive and extensive reading, including ordinary prose and some literary selections

Recommended Treatments for Subelements

The following illustrates how teachers might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Understand unfamiliar material in context

Suggested Learner Outcomes

- The student will read simple letters or other forms of personal communication with understanding.
- The student will read extended passages of high interest material.

Suggested Teaching Activities

- Given a newspaper or magazine, the student finds an article on a particular topic.
- Students in all classes form a pen pal club. Students are assigned fictitious names and fictitious places of origin. They all write letters of introduction, and these letters are dropped in a basket from which students then select their pen pals. This activity could last about a month with students writing a letter a week.

Suggested Evaluation Strategy

Students read a letter exchanged between family members in the target country and respond to questions about its content.

Subelement 2

Use word recognition skills

Suggested Learner Outcomes

- The student will read unfamiliar material by applying syntactical clues.
- The student will read unfamiliar material by applying contextual clues.
- The student will read unfamiliar material by applying knowledge of word roots.
- The student will read unfamiliar material by applying lexical clues.

Suggested Teaching Activities

- Given an appropriate passage, students identify and list main ideas.
- Students are given a list of sentences and a list of vocabulary items. Students must fill in the blanks with forms of the vocabulary items provided. Example:

enternecer, precaución, neutralidad

1. *Al ver a su niño llorar, la madre _____ y también empezó a llorar. (se enterneció)*
 2. *La meta de las semanas de entrenamiento es la que los marinos siempre sean _____. (precauidos)*
 3. *La maravilla está en cómo pudieron, sin explosivos, _____ las fuerzas opuestas. (neutralizar)*
- Given a list of sentences, students are asked to select an appropriate phrase or clause from a given list. Example: *por un momento, cuando vi a Susana, antes de que suba el precio*
 1. *Suponga que su país es un país en desarrollo.*
 2. *Le dije que te llamara por teléfono.*
 3. *Compra el modelo corriente.*

Suggested Evaluation Strategy

Students complete a text by filling in missing words. Example:

Complete the following text: ($\emptyset$ may be a valid response.)

NEW YORK- On Wall Street, perception often means more than reality. Take, (1) FOR example, the curious concept of the stock split. A stock split seems (2) TOO good to be true, because it is an event (3) THAT makes everyone happy.

Individual investors, the unsung hero- (4) ES of the current bull market, like it because an issue sells (5) FOR a cheaper price after it split- (6) S.

Corporations, (7) WHICH like to make investors happy, benefit (8) FROM broader distribution of ownership.

Wall Street (9) IN general likes splits, analysts say (10) $\emptyset$ because splits make stocks cheap- (11) ER and easier to sell.

When a corporation declares (12) A two-for-one split, for instance, the selling price (13) OF/FOR an issue compensates and 200 shares of a \$20 stock are not more valuable (14) THAN 100 shares of a \$40 stock. The impact "is main- (15) LY psychological," says Arnold Kaufman, editor of *The Outlook*, a weekly investment newsletter publish- (16) ED by Stanford & Poor's Corp. But splits are not total- (17) LY artificial, because they frequently are accompanied (18) BY increased dividends.

USA Today, May 24, 1983

Subelement 3

Do intensive and extensive reading, including ordinary prose and some literary selections

Suggested Learner Outcomes

- The student will read intensively and analytically short passages from selected authentic poetry.
- The student will read charts, graphs, menus or lists of rules, and instructions for the use of a product.

Suggested Teaching Activities

- Given an appropriate work of literature, the student interprets the symbolism in the piece, identifies the appropriate figures of speech, and/or compares and contrasts characters.
- Students read letters from pen pals in countries using the target language.
- Students read "Dear Abby" or "Dear Heloise" letters in the target language.
- Students do timed readings of passages carefully selected for length and level of difficulty.

Suggested Evaluation Strategy

Students read authentic materials for comprehension. Example:

Directions: Using the index below, indicate the section(s) of the newspaper you could look at to answer the questions.

Inside USA TODAY		FOUR SECTIONS	
NEWS		SPORTS	
Editorial, opinions	10-11A	Baseball	4-5C
Nation at large	3A	Basketball	1C, 6C, 8C
Newsmakers	2A	Football	1C, 3C
State-by-state	6-7A	Golf	3C
Washington/World	4A	Hockey	1C, 9C
Weather report	12A	State-by-state	10C
MONEY		LIFE	
American Exchange	5B	Crossword	3D
New York Exchange	4B	Television	5D
OTC Trading	5B	Travel & Leisure	3D

USA TODAY, a division of Gannett Co., Inc.

1. What is the new tuition rate for freshmen at Oklahoma State University?
2. What was #5 across in yesterday's crossword puzzle?
3. Where may I obtain information on Alaskan cruises?
4. What are the opposing views on mercy killing?
5. Is Cleveland getting a new domed sports stadium?
6. Shall I schedule my gardener to come tomorrow?
7. What is the latest in the prayer-in-schools controversy?
8. How can my computer help me with my income tax?

Writing: Level III

Standard Components

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Skills and concepts that result in the production of essential messages and in the communication of everyday situations using basic constructions and simple vocabulary.

Proficiency Description

Able to meet limited practical writing needs. Can write short messages, postcards, and take simple notes such as telephone messages. Can create statements or questions in carefully guided situations within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Able to write some original composition but is inadequate to express anything but elementary needs. Makes frequent errors in grammar, vocabulary, punctuation, and spelling and/or in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.

Subelements

1. Use familiar material in guided composition
2. Do original composition, including personal letters and the completion of forms and questionnaires

Recommended Treatments for Subelements

The following illustrates how teachers might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Use familiar material in guided composition

Suggested Learner Outcome

The student will write short paragraphs with guidance as to the paragraph's content.

Suggested Teaching Activities

- The student writes a summary of a selection that has been previously studied.
- Students write a composition using selected vocabulary items.
- Students rewrite selections in a different timeframe.

Suggested Evaluation Strategy

Students look at a photograph of a bedroom; pretending they are now 60 years old, they write a letter to a grandchild describing their room in the old family house in Arizona.

Subelement 2

Do original composition, including personal letters and the completion of forms and questionnaires

Suggested Learner Outcomes

- The student will write short paragraphs based on personal experiences.
- The student will write short paragraphs based on daily life situations.
- The student will complete questionnaires.
- The student will complete forms required of travelers.
- The student will write personal letters.

Suggested Teaching Activities

- Students keep a diary.
- Students write captions to pictures.
- Students write menus.

Suggested Evaluation Strategy

Student is given an authentic questionnaire to complete. Example:

SOLICITUD DE EMPLEO

Nombre _____ Edad _____
(Apellidos) (Nombre de Pila)

Domicilio _____ Fecha de Nacimiento _____
(Calle)

_____ Teléfono _____
(Ciudad) (Estado) (Zip)

Si Ud. es menor de edad, anote el nombre y el domicilio de sus padres.

La última escuela que asistió _____ El último año que completó _____

_____ (Ciudad) (Estado) (Zip)

Idiomas _____
(que habla) (que escribe)

Entrenamiento o capacidades especiales _____

Condición física _____ (Si existen problemas,
(buena) (regular) (mal) se le ruega que
explique al dorso.)

Su último patrón: _____
(Nombre de la compañía)

(Nombre del supervisor)

¿Cuánto tiempo trabajó allí? _____ La razón de su separación _____

Número de Seguro Social _____ Otros documentos _____

El puesto que desea _____

Culture: Level III

Standard Components

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Concepts that result in knowledge and awareness of the history and culture of another people within a range of situations.

Proficiency Description

Comprehends and handles routine social situations with a native of the culture accustomed to dealing with nonnative speakers. Understands common taboos, sensitivities, and rules of etiquette, though the student's own behavior still predominates. Begins to choose words carefully for their appropriateness in a given context.

Uses behavior acquired for such routine situations as making polite requests, apologies, introductions, purchases, telephone calls, etc. Comprehends the response, but some misunderstandings and miscommunications occur. Has acquired knowledge of common cultural generalizations and facts in such areas as family life, politics, literature, religion, history, geography, etc. Compares and discusses a few aspects of the first and second culture such as school life and leisure time activities.

Subelements

1. Understand that behavior is conditioned by culture
2. Become aware of the cultural connotations of common words and phrases
3. Study cultural generalizations

Recommended Treatments for Subelements

The following illustrates how teachers might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Understand that behavior is conditioned by culture

Suggested Learner Outcome

The student will demonstrate knowledge about common taboos, sensitivities, and rules of etiquette.

Suggested Teaching Activity

Students discuss the cultural overtones present in the interaction of the speakers on a videotape.

Suggested Evaluation Strategy

Students read a cross-cultural minidrama and respond to questions about the behavior of people in the target country. The following example is from Barbara Snyder's *Encuentros Culturales* (Skokie, IL: National Textbook Co., 1975)

¿Quién paga?

Tomando refrescos, San Juan, Puerto Rico

Debbie: *Julio, ya son las seis y yo tengo que estar en casa a las seis y media. Siento mucho tener que irme porque esta conversación es interesantísima, pero tía Amelia viene a cenar esta noche.*

Julio: *Entiendo, Debbie. Tú eres visitante aquí y tienes que cumplir con eso. Pero, puede que continuemos mañana, digamos a las tres. ¿Quieres?*

Debbie: *Encantada. Ahí viene el camarero. Oiga, la cuenta, por favor.*

Julio: *¡No, no! Vete, Debbie. Ya es tarde.*

- Debbie: *Primero tenemos que pagar.*
- Julio: *Yo lo hago.*
- Debbie: *Pues, entonces, aquí tienes un dólar. Si no es bastante, te pago mañana.*
- Julio: *No, no lo acepto, chica.*
- Debbie: *Julio, yo tengo dinero. Insisto en pagar mi propia cuenta.*
- Julio: *Yo pago y ya no hablemos más de eso.*
- Debbie: *Entonces, mañana me toca a mí. Yo pagaré la tuya mañana.*
- Julio: *Yo pago mañana también. No te habría invitado si no pudiera pagar. Es mi deber.*
- Debbie: *Pero, Julio, no permito que siempre pagues tú.*
- Julio: *Aquí pago yo y si no sales ahora mismo, vas a llegar muy tarde.*

cuenta—check

me toca a mí—it is my turn

deber—duty

Why does Julio insist on paying?

- A. It is the custom for the male to pay, and it would not be honorable for Julio to let Debbie pay. (See A)
 - B. Julio is rich. (See B)
 - C. Not all Puerto Ricans are poor, and Julio is trying to show Debbie that this stereotype is wrong. (See C)
 - D. Julio knows that Debbie is in a hurry and wants to be polite. (See p. 104, D)
-
- A. You are correct. This conversation is an example of Latin American machismo meeting with North American "Women's Lib," and it is going to cause some conflicts in Latin America. One of the ways *machismo* is demonstrated is by protecting and providing for women who are considered weaker. Julio's pride in being manly would suffer if he allowed a woman to pay in these circumstances. *Machismo* is very important to Latin American men, and to allow someone to show that they are not *muy macho* would be a loss of honor and prestige in the community.
 - B. Maybe he is. Maybe Debbie is rich, since she is visiting in Puerto Rico. Try to find a better answer.
 - C. The first part of this answer is obviously true. While the cost of living is very high in Puerto Rico and the average income is low by mainland standards, nevertheless, Puerto Rico ranks above the rest of Latin America. There is a sizeable and growing middle class in Puerto Rico, and there are also some very wealthy Puerto Ricans. However, Julio is surely not thinking about Puerto Rico in general at this time. His concern is more personal. Using this as a hint, try to find the best answer for this situation.
 - D. This might be partly true, but if this were really the reason, he would have let her pay when she first suggested it. Try again.

Subelement 2

Become aware of the cultural connotation of common words and phrases

Suggested Learner Outcomes

- The student will demonstrate awareness that words and phrases in the language carry particular cultural connotations.
- The student will demonstrate awareness of the cultural connotation of the following: window, lunch, wedding, etc.

Suggested Teaching Activity

Students listen to descriptions of common objects taped by students from the United States and students from the target country.

Suggested Evaluation Strategy

Students are asked to describe the cultural connotation of certain words in the target culture vs. that of the United States. Example:

- What comes to your mind when you hear the word sandwich? *sándwich*?
- house vs. *casa*
- church vs. *iglesia*
- gas station vs. *gasolinera*

Subelement 3

Study cultural generalizations

Suggested Learner Outcome

The student will demonstrate knowledge of common cultural generalizations and facts.

Suggested Teaching Activity

Students describe a situation from the standpoint of an American student and from the standpoint of a student from the target country.

Suggested Evaluation Strategy

Students are asked to describe the different ways that the target culture and United States culture view the following: time, superstitions, hats, street names, speed limits, etc.

Language: Level III**Standard Components**

The following are important ingredients district curriculum planners use to develop goals and learner outcomes for each course:

Program Goal

Concepts that result in generalizations about how a language operates and skills that result in the application of the language learning process to the study of other languages.

Proficiency Description

Able to apply generalizations about language operations to most language learning tasks. Begins to recognize appropriate language for different social situations such as greetings among age groups and the language of schoolmates, dignitaries, friends, and family. Is aware of the various component parts of language such as syntax, pronunciation, intonation, stress, vocabulary, etc. and of their importance in the act of communication. Has developed some autonomy in analyzing errors and uses the self-monitoring process to improve control of language production. Continues to develop such other language learning techniques as contextual guessing, application of grammatical generalizations, and mnemonic devices.

Subelements

1. Recognize appropriate language for different social situations
2. Recognize language as a system of communication
3. Develop language learning techniques

Recommended Treatments for Subelements

The following illustrates how teachers might use a subelement in the development of learner outcomes and in the planning of appropriate teaching and evaluation activities:

Subelement 1

Recognize appropriate language for different social situations

Suggested Learner Outcome

The student will demonstrate knowledge of appropriate language for different social situations.

Suggested Teaching Activity

Students roleplay different social situations requiring varying degrees of formality.

Suggested Evaluation Strategy

Students listen to a videotape exchange between a maid and employer. They are then asked to point out elements in the verbal exchange that identify the maid as an employee and the other person as the employer.

Subelement 2

Recognize language as a system of communication

Suggested Learner Outcome

The student will demonstrate knowledge of the various component parts that make up language and their importance in the act of communication.

Suggested Teaching Activity

Students compare idioms in English and in the target language and discuss the effectiveness of the concept communicated.

Suggested Evaluation Strategy

Students are asked to list as many words as they can think of to describe a certain idea in a set amount of time. Example: soft (three minutes)—cushion, carpet, cloud, pillow, golf green, tissue, batiste, silk, custard, quiet, solemn, etc. Students are given points for the total number of words generated, the variety of parts of speech used, the variety of vocabulary categories generated; i.e., food, sports, nature, household, etc.

Subelement 3

Develop language learning techniques

Suggested Learner Outcome

The student will demonstrate the use of a language learning technique.

Suggested Teaching Activity

Students keep a personal vocabulary list.

Suggested Evaluation Strategy

The student is asked to describe a strategy to facilitate the performance of a certain skill. Example: A student demonstrates ways of making oral production easier—avoid unfamiliar topics, paraphrase, ask for help.

Appendix

APPENDIX A

Matrix for Elementary School Programs, Grades 1-6[†] Scope and Sequence Chart

Instruction: a minimum of three sessions weekly

△ Indicates completion of emphasis
→ Indicates continuation and progression

Every elementary school offering other languages shall provide a sequential program that includes the following essential elements:						
The student shall be provided opportunities to:						
Listening**	1	2	3	4	5	6
Skills and concepts that result in the understanding of most routine questions, statements, commands, and the gist of everyday conversations on nontechnical subjects	• Discriminate sounds in meaningful contexts _____					△
	• Distinguish variations in sounds and intonation patterns _____					→
	• Comprehend basic structures, expressions, and common vocabulary _____					→
Speaking**						
Skills and concepts that result in the ability to respond to most routine questions, statements, and commands; to speak intelligibly and use vocabulary sufficient to express oneself simply, and to discuss situations relevant to everyday life	• Reproduce sounds and intonation patterns in meaningful contexts _____					→
	• Use words, phrases, and sentences as appropriate _____					→
	• Use expressions needed for daily life situations _____					→
Reading						
Skills and concepts that result in the understanding of most routine expressions learned orally and of nontechnical material on familiar subjects with the aid of references	• Read familiar material with comprehension _____					→
	• Read familiar material orally approximating correct pronunciation and intonation _____					→
Writing**						
Skills and concepts that result in the production of essential messages and in the communication of everyday situations using basic constructions and simple vocabulary			• Write familiar material using spelling, capitalization, and punctuation conventions _____			→
				• Write from dictation _____		→

LEVEL I

*Level is defined in terms of language proficiency.

**The listening, speaking and writing skills will not be as fully developed in classical languages as in other languages.

†Those districts offering full-day kindergarten may wish to begin teaching the essential elements of listening, speaking, and culture at K.

MATRIX FOR ELEMENTARY SCHOOL PROGRAMS, GRADES 1-6 (continued)

Instruction: a minimum of three sessions weekly

△ indicates completion of emphasis
→ indicates continuation and progression

Culture	1	2	3	4	5	6
Concepts that result in knowledge and awareness of the history and culture of another people within a range of situations	• Experience various aspects of another culture _____					△
					• Understand that behavior is conditioned by culture _____	→
Language						
Concepts that result in generalizations about how a language operates and skills that result in the application of the language learning process to the study of other languages				• Recognize the interrelationship of languages _____ • Recognize the role of non-linguistic elements in communication _____		△
					• Recognize errors as important in learning a language _____	→

LEVEL I

APPENDIX B

Matrix for Elementary School Programs, Grades 4-6

Scope and Sequence Chart

Daily Instruction

Every elementary school offering other languages shall provide a sequential program that includes the following essential elements:			
The student shall be provided opportunities to:			
Listening**	4	5	6
Skills and concepts that result in the understanding of most routine questions, statements, commands, and the gist of everyday conversations on nontechnical subjects	• Discriminate sounds in meaningful contexts _____		△
	• Distinguish variations in sounds and intonation patterns _____		→
	• Comprehend basic structures, expressions, and common vocabulary _____		→
Speaking**			
Skills and concepts that result in the ability to respond to most routine questions, statements, and commands; to speak intelligibly and use vocabulary sufficient to express oneself simply; and to discuss situations relevant to everyday life	• Reproduce sounds and intonation patterns in meaningful contexts _____		→
	• Use words, phrases, and sentences as appropriate _____		→
	• Use expressions needed for daily life situations _____		→
Reading			
Skills and concepts that result in the understanding of most routine expressions learned orally and of nontechnical material on familiar subjects with the aid of references	• Read familiar material with comprehension _____		→
	• Read familiar material orally approximating correct pronunciation and intonation _____		→
Writing**			
Skills and concepts that result in the production of essential messages and in the communication of everyday situations using basic constructions and simple vocabulary	• Write familiar material using spelling, capitalization, and punctuation conventions _____		→
		• Write from dictation _____	→

△ Indicates completion of emphasis
→ Indicates continuation and progression

LEVEL I

*Level is defined in terms of language proficiency.

**The listening, speaking and writing skills will not be as fully developed in classical languages as in other languages.

MATRIX FOR ELEMENTARY SCHOOL PROGRAMS, GRADES 4-6 (continued)

Instruction: a minimum of three sessions weekly

Culture	4	5	6
Concepts that result in knowledge and awareness of the history and culture of another people within a range of situations	• Experience various aspects of another culture _____		→
		• Understand that behavior is conditioned by culture _____	→
Language			
			→
Concepts that result in generalizations about how a language operates and skills that result in the application of the language learning process to the study of other languages.	• Recognize the interrelationship of languages _____ • Recognize the role of non-linguistic elements in communication _____		→
		• Recognize errors as important in learning a language _____	→

△ indicates completion of emphasis
→ indicates continuation and progression

LEVEL I

APPENDIX C

Suggested Time Allotments For Elementary Programs*

School A—Grades 4-6

English language arts—90 minutes daily

Mathematics—60 minutes daily

Health—30 minutes daily

Science—45 minutes daily

Social studies—45 minutes daily

Alternating schedules—45 minutes:

physical education three times a week,

fine arts twice a week;

physical education twice a week,

fine arts three times a week

Other languages—45 minutes daily

8:15-9:00	9:00-9:45	9:45-10:30	10:30-11:15	11:15-12:00
Social studies	English language arts	English language arts	Health/Math	Math
12:00-12:45	12:45-1:30	1:30-2:15	2:15-3:00	3:00-3:45
Lunch	Science	Planning/PE/ Fine arts	Other Languages	Tutorials, etc.

School B—Grades 1-3

English language arts—120 minutes daily

Mathematics—60 minutes daily

Science—30 minutes daily

Social studies—30 minutes daily

Health—50 minutes weekly

Physical education—175 minutes weekly:

45 minutes three times a week,

20 minutes twice a week

Fine arts—45 minutes daily

Other languages—30 minutes daily

8:15-9:00	9:00-9:45	9:45-10:30	10:30-11:15	11:15-12:00
English language arts	English language arts	English language arts/Other languages**	Other languages**/ Science	Fine arts
12:00-12:45	12:45-1:30	1:30-2:15	2:15-3:00	3:00-3:30
Lunch	Planning/PE/ Health***	Math	Math/Social studies	Tutorials Enrichment

*Since the time allocated for lunch throughout the suggested schedules is more than what many schools use, the option exists for shortening the school day, allocating time for going from one period to another in a departmentalized setting, etc.

**Other languages is taught for 15 minutes daily in each time period.

***Physical education is taught daily; health is taught twice a week.

SUGGESTED TIME ALLOTMENTS FOR ELEMENTARY PROGRAMS

continued

School B—Grades 4-6

English language arts—105 minutes daily

Mathematics—65 minutes daily

Science—45 minutes daily

Social studies—45 minutes daily

Health—25 minutes three times a week

Physical education—45 minutes three times a week alternating with fine arts;

25 minutes twice a week alternating with health

Fine arts—45 minutes twice a week

Other languages—30 minutes daily

8:15-9:00	9:00-9:45	9:45-10:30	10:30-11:15	11:15-12:00
Tutorials/ Enrichment	English language arts	Social studies	Planning/Fine arts* (art, music)/ Physical education*	Lunch
12:00-12:45	12:45-1:30	1:30-2:15	2:15-3:00	3:00-3:45
English language arts/Theatre arts	Science	English language arts/Other languages	Math	Math/ Health**/ Physical education**

*Fine arts is taught twice a week and physical education three times a week.

**Health is taught three times a week for 25 minutes; physical education for 25 minutes twice a week.

School C—Kindergarten

English language arts—140 minutes daily

Fine arts—20 minutes daily

Alternating schedules—25 minutes:

social studies three times a week,

science twice a week;

science three times a week,

social studies twice a week

Physical education—25 minutes daily

Mathematics—65 minutes daily

Health—20 minutes daily

Other languages—20 minutes daily

8:15-9:00	9:00-9:45	9:45-10:30	10:30-11:15	11:15-12:00
English language arts	English language arts	English language arts/Other languages	Science or Social studies/Fine arts	Lunch
12:00-12:45	12:45-1:30	1:30-2:15		
Math	Math/Learning centers (English language arts)	Planning/ Physical education/ Health		

SUGGESTED TIME ALLOTMENTS FOR ELEMENTARY PROGRAMS

continued

School C (Program in languages begins at kindergarten)—Grades 1-3

English language arts—120 minutes daily

Mathematics—75 minutes daily

Physical education—15 minutes daily

Social studies—30 minutes daily

Science—20 minutes daily

Fine arts—45 minutes daily

Health—15 minutes daily

Other languages—25 minutes daily

8:15-9:00	9:00-9:45	9:45-10:30	10:30-11:15	11:15-12:00
Other languages*/ Science###	Social studies***/ PE#	Math	Planning/Fine arts##	Math/Computer education
12:00-12:45	12:45-1:30	1:30-2:15	2:15-3:00	
Lunch	English language arts	English language arts	English language arts/Health**	

*Other languages is taught for 25 minutes.

**Health is taught for 15 minutes.

***Social studies is taught for 30 minutes.

#Physical education is taught for 15 minutes.

##Fine arts is taught for 45 minutes; art (2 days), music (2 days), theatre arts (1 day).

###Science is taught for 20 minutes.

School C (Program in languages begins at kindergarten)—Grades 4-6

English language arts—90 minutes daily

Mathematics—60 minutes daily

Science—225 minutes weekly

Social studies—225 minutes weekly

Physical education—135 minutes three times a week

Fine arts—music, 45 minutes daily; art, 45 minutes weekly;
theatre arts, 45 minutes weekly

Health—15 minutes daily

Other languages—30 minutes daily

8:15-9:00	9:00-9:45	9:45-10:30	10:30-11:15	11:15-12:00
Other languages/ Math	Math	English language arts/Theatre arts	Planning/ Music	Lunch
12:00-12:45	12:45-1:30	1:30-2:15	2:15-3:00	3:00-3:45
English language arts	Social studies/ Art	Science/Theatre arts	Social studies/ Science/Physical education*	Tutorials/ Enrichment Health

*Social studies is taught once a week; science is taught once a week; physical education is taught three times a week.

APPENDIX D

Matrix for Grades 7-10

Scope and Sequence Chart for a Basic Program

△ indicates completion of emphasis

Every secondary school offering a sequential program in other languages shall include the following essential elements:	OTHER LANGUAGES Level * (III) Grades 7 - 10			
	The student shall be provided opportunities to:			
Listening**	7	8	9	10
Skills and concepts that result in the understanding of most routine questions, statements, commands, and the gist of everyday conversations on nontechnical subjects	• Discriminate sounds in meaningful contexts _____			
	• Distinguish variations in sounds and intonation patterns _____			
	• Comprehend basic structures, expressions, and common vocabulary _____			
			• Comprehend short familiar passages _____	
Speaking**			• Recognize familiar material in unfamiliar context _____	
				• Interpret body language and context to aid comprehension _____
				• Comprehend native speakers in controlled situations _____
Reading	• Reproduce sounds and intonation patterns in meaningful contexts _____			
	• Use words, phrases, and sentences as appropriate _____			
	• Use expressions needed for daily life situations _____			
			• Retell familiar material _____	
Writing			• Use alternate means of communicating an idea _____	
				• Sustain conversation on familiar subjects _____
Other	• Read familiar material with comprehension _____			
	• Read familiar material orally approximating correct pronunciation and intonation _____			
			• Understand unfamiliar material in context _____	
			• Use word recognition skills _____	
Miscellaneous				• Do intensive and extensive reading, including ordinary prose and some literary selections _____
	LEVEL I		LEVEL II	LEVEL III

*Level is defined in terms of language proficiency.

**The listening, speaking and writing skills will not be as fully developed in classical languages as in other languages.

MATRIX FOR GRADES 7-10 (continued)

△ indicates completion of emphasis

Writing**	7	8	9	10
Skills and concepts that result in the production of essential messages and in the communication of everyday situations using basic constructions and simple vocabulary	• Write familiar material using spelling, capitalization, and punctuation conventions _____ • Write from dictation _____		• Use familiar material in guided composition _____	• Do original composition, including personal letters and the completion of forms and questionnaires _____
Culture				
Concepts that result in knowledge and awareness of the history and culture of another people within a range of situations	• Experience various aspects of another culture _____ • Understand that behavior is conditioned by culture _____		• Become aware of the cultural connotations of common words and phrases _____ • Locate and organize cultural information _____	• Study cultural generalizations _____
Language				
Concepts that result in generalizations about how a language operates and skills that result in the application of the language learning process to the study of other languages	• Recognize the interrelationship of languages _____ • Recognize the role of non-linguistic elements in communication _____ • Recognize errors as important in learning a language _____		• Recognize that some language features are unique _____ • Develop language learning techniques _____	• Recognize appropriate language for different social situations _____ • Recognize language as a system of communication _____
	LEVEL I		LEVEL II	LEVEL III

*Level is defined in terms of language proficiency.

**The listening, speaking and writing skills will not be as fully developed in classical languages as in other languages.

APPENDIX E

Alternative Instructional Delivery Systems

Satellite Instructional Programs

Language instruction via television at various levels in various languages is provided through certain education service centers. For further information, contact:

TI-IN Network, Inc.
Region XX Education Service Center
1314 Hines Avenue
San Antonio, TX 78208
Telephone: (512) 271-7611

INTERACT
Region IV Education Service Center
P.O. Box 863
Houston, TX 77001
Telephone: (713) 462-7708

Region IX Education Service Center
Distance Learning Project
301 Loop 11
Wichita Falls, TX 76305
Telephone: (817) 322-6928

Correspondence Courses

Language instruction via correspondence is currently available in German, Levels I-II, from The University of Texas at Austin and in French, Level I, from Texas Tech University. For further information, write to:

Independent Learning
EIMC
The University of Texas at Austin
P.O. Box 7700
Austin, TX 78713-7700
Contact Person: Sharon Montgomery
Telephone: (512) 471-7716

Correspondence Section
Continuing Education
Texas Tech University
P.O. Box 4110
Lubbock, TX 79409
Contact Person: Suzanne Logan
Telephone: (806) 742-2352

Dual Credit Courses

Language instruction via correspondence that provides dual credit for students, i.e., high school credit and university/college credit, is available in several languages. For further information, contact:

Independent Learning

EIMC

The University of Texas at Austin

P.O. Box 7700

Austin, TX 78713-7700

Contact Person: Sharon Montgomery

Telephone: (512) 471-7716

Concurrent Enrollment

Language instruction that is provided on-site to students by a college/ university and that provides dual credit is available with the cooperation of schools and area colleges/universities. For further information, check with the nearest college/university.

APPENDIX F

Matrix for Grades 9-12

Scope and Sequence Chart for a Basic Program

△ Indicates completion of emphasis

Every secondary school offering other languages shall provide a sequential program that includes the following essential elements:	OTHER LANGUAGES Level *I-III Grades 9 - 11		
	The student shall be provided opportunities to:		
Listening**	9	10	11
Skills and concepts that result in the understanding of most routine questions, statements, commands, and the gist of everyday conversations on nontechnical subjects	• Discriminate sounds in meaningful contexts _____△ • Distinguish variations in sounds and intonation patterns _____△ • Comprehend basic structures, expressions, and common vocabulary _____	• Comprehend short familiar passages _____△ • Recognize familiar material in unfamiliar context _____△	• Interpret body language and context to aid comprehension _____△ • Comprehend native speakers in controlled situations _____△
Speaking**			
Skills and concepts that result in the ability to respond to most routine questions, statements, and commands; to speak intelligibly and use vocabulary sufficient to express oneself simply; and to discuss situations relevant to everyday life	• Reproduce sounds and intonation patterns in meaningful contexts _____△ • Use words, phrases, and sentences as appropriate _____△ • Use expressions needed for daily life situations _____△	• Retell familiar material _____△ • Use alternate means of communicating an idea _____△	• Sustain conversation on familiar subjects _____△
Reading			
Skills and concepts that result in the understanding of most routine expressions learned orally and of nontechnical material on familiar subjects with the aid of references	• Read familiar material with comprehension _____△ • Read familiar material orally approximating correct pronunciation and intonation _____△	• Understand unfamiliar material in context _____△ • Use word recognition skills _____△	• Do intensive and extensive reading, including ordinary prose and some literary selections _____△
	LEVEL I	LEVEL II	LEVEL III

*Level is defined in terms of language proficiency.

**The listening, speaking and writing skills will not be as fully developed in classical languages as in other languages.

MATRIX FOR GRADES 9-12 (continued)

Writing**	9	10	11
Skills and concepts that result in the production of essential messages and in the communication of everyday situations using basic constructions and simple vocabulary.	• Write familiar material using spelling, capitalization, and punctuation conventions. • Write from dictation.	• Use familiar material in guided composition.	• Do original composition, including personal letters and the completion of forms and questionnaires.
Culture			
Concepts that result in knowledge and awareness of the history and culture of another people within a range of situations	• Experience various aspects of another culture. • Understand that behavior is conditioned by culture.	• Become aware of the cultural connotations of common words and phrases. • Locate and organize cultural information.	• Study cultural generalizations.
Language			
Concepts that result in generalizations about how a language operates and skills that result in the application of the language learning process to the study of other languages	• Recognize the interrelationship of languages. • Recognize the role of non-linguistic elements in communication. • Recognize errors as important in learning a language.	• Recognize that some language features are unique. • Develop language learning techniques.	• Recognize appropriate language for different social situations. • Recognize language as a system of communication.
	LEVEL I	LEVEL II	LEVEL III

** The listening, speaking and writing skills will not be as fully developed in classical languages as in other languages.

APPENDIX G

ACTFL Proficiency Guidelines

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading, and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; thus, the words *learned* and *acquired* are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since the guidelines are proficiency-based, as opposed to achievement-based, and are intended to be used for global assessment.

The 1986 guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional proficiency guidelines and, of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government's Language Skill Level Descriptions.

ACTFL would like to thank the following individuals for their contributions on this current guidelines project: Heidi Byrnes, James Child, Nina Levinson, Pardee Lowe, Jr., Seiichi Makino, Irene Thompson, and A. Ronald Walton.

These proficiency guidelines are the product of a grant from the U.S. Department of Education.

Generic Descriptions—Speaking

Novice	The Novice level is characterized by the ability to communicate minimally with learned material.
Novice-Low	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
Novice-Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
Novice-High	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

Intermediate

The Intermediate level is characterized by the speaker's ability to:

- create with the language by combining and recombining learned elements, though primarily in a reactive mode
- initiate, minimally sustain, and close in a simple way basic communicative tasks
- ask and answer questions

Intermediate-Low

Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate-Mid

Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Intermediate-High

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

Advanced

The Advanced level is characterized by the speaker's ability to:

- converse in a clearly participatory fashion
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events
- satisfy the requirements of school and work situations
- narrate and describe with paragraph-length connected discourse

Advanced

Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution that arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Advanced-Plus	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well-developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.
Superior	The Superior level is characterized by the speaker's ability to: • participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics • support opinions and hypothesize using native-like discourse strategies
Superior	Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical, and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

Generic Descriptions—Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice-Low	Understanding limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.
Novice-Mid	Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.
Novice-High	Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.
Intermediate-Low	Able to understand sentence-length utterances that consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous

face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate-Mid

Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Intermediate-High

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

Advanced

Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Advanced-Plus

Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse that is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.

Superior

Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse that is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic forms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Distinguished

Able to understand all forms and styles of speech pertinent to personal, social, and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

Generic Descriptions—Reading

These guidelines assume all reading texts to be authentic and legible.

Novice-Low	Able occasionally to identify isolated words and/or major phrases when strongly supported by context.
Novice-Mid	Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.
Novice-High	Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.
Intermediate-Low	Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.
Intermediate-Mid	Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.
Intermediate-High	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
Advanced	Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

Advanced-Plus	Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts that are conceptually abstract and linguistically complex and/or texts that treat unfamiliar topics and situations, as well as some texts that involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.
Superior	Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts that are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation, and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level, the reader can match strategies, top-down or bottom-up, that are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports, and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.
Distinguished	Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.

Generic Descriptions—Writing

Novice-Low	Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.
Novice-Mid	Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.
Novice-High	Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

Intermediate-Low	Able to meet limited practical writing needs. Can write short messages and postcards and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.
Intermediate-Mid	Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.
Intermediate-High	Able to meet most practical needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, and summaries of biographical data and work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.
Advanced	Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, and write cohesive summaries and resumes as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.
Advanced-Plus	Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.
Superior	Able to express self effectively in most formal and informal writing on practical, social, and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, short research papers, and statements of position in areas of special interest or in special fields. Good control of a full range of structures and spelling or nonalphabetic symbol production and a wide

general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development, is strongly evident although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

APPENDIX H

Proficiency Descriptions for Modern Languages

Level I

Listening

Able to understand and discriminate many sounds in meaningful context and to understand some short learned utterances, particularly where context strongly supports understanding and speech is audible. Comprehends some words and phrases from simple questions, statements, and high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. Requires frequent repetitions, long pauses between understood phrases, and/or a slowed rate of speech for comprehension.

Speaking

Able to produce isolated words and learned phrases within very predictable areas of need. Uses correct stress and intonation only in the repetition of brief learned utterances. Vocabulary is sufficient for handling simple, elementary needs and expressing basic courtesies. Speech is characterized by frequent long pauses and repetition of words. Asks only the most basic questions, gives and responds to simple commands, or makes two- or three-word utterances, and only in areas involving learned material about daily life situations or routine courtesies. Some speakers will be understood only with great difficulty.

Reading

Able to understand the written language to interpret set expressions in areas of practical need. Reads recombinations of very familiar material orally with generally accurate pronunciation and intonation but with frequent pauses, hesitation, and repetition. For instructional and directional purposes and where vocabulary has been learned, reads some standardized messages, phrases, or expressions such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, may be able to derive meaning from material at a slightly higher level, where context and/or extralinguistic background knowledge are supportive.

Writing

Able to copy or transcribe from very familiar textual material with basic spelling, capitalization, and punctuation conventions. Transcription will be from well-learned material. Reproduces some words or phrases from memory. No practical communicative writing skills.

Culture

Has some knowledge about and has begun to gain some experience in selected aspects of the culture similar and dissimilar to one's native culture. Has some knowledge about cultural patterns requisite for survival situations such as traveling and ordering a meal but is very limited in implementing the patterns. Is aware that people in the culture sometimes behave in an unfamiliar fashion but is unable to interpret the differences. Exhibits considerateness when interacting with a native speaker of the language.

Language

Able to generalize about the most elementary language operations and language learning tasks. Has the beginnings of a heightened awareness of English and how in many ways it is related to the second language. Understands that ideas are communicated through language but that each language has its particular system. Is aware that nonlinguistic elements such as gestures and physical distance play an important role in communication but frequently misunderstands or misinterprets these elements. Understands that errors made in language skills development are to be expected and used to improve future learning of the language.

Level II

Listening

Able to understand sentence-length utterances that consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Distinguishes sound and intonation patterns of most learned statements, questions, and commands. Content will be topics such as personal background and needs, social conventions, and routine tasks such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven: repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Speaking

Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Uses correct intonation and stress only with well-learned utterances and still experiences interference from the first language in pronunciation, stress, and intonation. Asks questions and makes statements involving learned material usually relating to daily life situations. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Although there is no autonomy of expression, shows signs of spontaneity. Errors are frequent and, in spite of some repetition, some speakers will have difficulty being understood, even by sympathetic interlocutors.

Reading

Able to understand main ideas and/or some facts from the simplest connected material dealing with basic personal and social needs. Understands mastered material, some simple recombinations of mastered elements, and occasional unfamiliar material in a very familiar context. Guesses at some unfamiliar words and phrases by recognition of word roots or lexical/syntactical similarity to the native language. Texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings special interest or knowledge. Examples include messages with social purposes or information for the widest possible audience such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Writing

Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists with appropriate spelling, capitalization, and punctuation conventions. Can write all the symbols of an alphabetic system or an appropriate number of symbols in a different system. Recombines vocabulary and structures that have been learned into brief sentences when given very careful guidance but with frequent misspellings and grammatical mistakes.

Culture

Comprehends and handles familiar survival situations and is able to interact with a native of the culture accustomed to dealing with nonnative speakers. Models with some degree of consistency behavior required for such basic purposes as greeting and leave taking, expressing wants, asking directions, buying food, traveling to and from the country, and using transportation. Makes errors in communication and behavior as a result of misunderstanding or misapplying assumptions about the culture. Understands that certain words and phrases have specific cultural connotations dissimilar to those of the first culture. Locates and integrates information based on cultural material on such subjects as holidays, sports, the monetary system, etc.

Language

Able to generalize about more advanced language operations and to apply this knowledge to immediate language learning tasks. Continues to improve understanding the way English operates as a result of language study. Understands that while each language may have a different means of expressing feelings and ideas, no language is superior to another in this ability. Understands that some features of the second language such as intonation patterns, nonlinguistic elements, word order, etc., may be nearly identical to or totally different from the first language. Recognizes that, although some features are unique to a language, there are language universals that help one further understand previously learned languages and facilitate the learning of additional languages. Begins to analyze own production to discover and correct errors. Begins to develop other language learning techniques that can be applied to future language learning.

Level III

Listening

Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to be primarily related to personal background and needs, social conventions, and somewhat more complex tasks such as securing lodging and transportation and shopping. Additional content areas include some personal interests and activities and a greater diversity of instructions and directions. Listening tasks pertain not only to spontaneous face-to-face conversations but also to short routine telephone conversations and to some deliberate speech such as simple announcements and reports over the media. Speech samples or interactions will sometimes be with native speakers. Understanding continues to be uneven. Picks up some nonlinguistic cues such as body language to aid comprehension.

Speaking

Able to handle successfully a limited number of interactive, task oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Able to produce most sound combinations and intonation patterns but only with very familiar material. Has strong interference from first language in pronunciation, stress, intonation, and vocabulary. In spontaneous situations, paraphrases on rare occasions or retells very familiar material learned orally or studied thoroughly. At times, able to sustain a conversation of two or three consecutive brief utterances on very familiar topics. Misunderstandings frequently arise, but with repetition, the speaker can generally be understood by sympathetic interlocutors.

Reading

Able to read consistently with increased understanding simple connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience. Can guess at unfamiliar vocabulary if highly contextualized. Reads intensively and analytically very brief passages from specially prepared material or some uncomplicated poetry or prose such as fictional narratives, samples from literary works, and cultural information. Reads longer passages of material only when of high interest but even then with little attention to detail. Begins to show spontaneity in reading by guessing at some meaning from context in unfamiliar material and by applying knowledge of word roots and lexical/syntactical clues.

Writing

Able to meet limited practical writing needs. Can write short messages and postcards and take down simple notes such as telephone messages. Can create statements or questions in carefully guided situations within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Able to write some original composition but is inadequate to express anything but elementary needs. Makes frequent errors in grammar, vocabulary, punctuation, spelling, and/or formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.

Culture

Comprehends and handles routine social situations with a native of the culture accustomed to dealing with nonnative speakers. Understands common taboos, sensitivities, and rules of etiquette, though the student's own behavior still predominates. Begins to choose words carefully for their appropriateness in a given context. Uses behavior acquired for such routine situations as making polite requests, apologies, introductions, purchases, telephone calls, etc. Comprehends the response, but some misunderstandings and miscommunications occur. Has acquired knowledge of common cultural generalizations and facts in such areas as family life, politics, literature, religion, history, geography, etc. Compares and discusses a few aspects of the first and second culture such as school life and leisure time activities.

Language

Able to apply generalizations about language operations to most language learning tasks. Begins to recognize appropriate language for different social situations such as greetings among age groups and the language of schoolmates, dignitaries, friends, and family. Is aware of the various component parts of language such as

syntax, pronunciation, intonation, stress, vocabulary, etc. and of their importance in the act of communication. Has developed some autonomy in analyzing errors and uses the self-monitoring process to improve control of language production. Continues to develop such other language learning techniques as contextual guessing, application of grammatical generalizations, and mnemonic devices.

APPENDIX I

Proficiency Descriptions for Classical Languages

Level I

Listening

Able to understand and discriminate many sounds in meaningful context and to understand some short learned utterances, particularly where context strongly supports understanding and speech is audible. Comprehends some words and phrases from simple questions, statements, and high-frequency commands. Requires frequent repetitions, long pauses between understood phrases, and/or a slowed rate of speech for comprehension.

Speaking

Able to produce isolated words and learned phrases to satisfy classroom needs. Uses correct stress and intonation only in the repetition of brief learned utterances. Vocabulary is sufficient for handling simple, elementary classroom needs. Speech is characterized by frequent long pauses and repetition of words. Asks only the most basic questions, gives and responds to simple commands, or makes two- or three-word utterances, and only in areas involving learned material. Some speakers will be understood only with great difficulty.

Reading

Able to understand the written language to interpret set expressions from specially prepared materials. Reads recombinations of very familiar material orally with generally accurate pronunciation and intonation but with frequent pauses, hesitation, and repetition. For instructional purposes and where vocabulary has been learned, reads some standardized simple phrases and expressions. At times, but not on a consistent basis, may be able to derive meaning from material at a slightly higher level, where context and/or extralinguistic background knowledge are supportive.

Writing

Able to copy or transcribe from very familiar textual material with basic spelling, capitalization, and punctuation conventions. Transcription will be from well-learned material. Reproduces some words or phrases from memory. No practical communicative writing skills.

Culture

Has some knowledge about and has begun to gain some experience in selected aspects of the culture similar and dissimilar to one's native culture. Has some knowledge about cultural patterns such as greeting and leave taking, expressing wants, and asking questions. Is aware that people in the culture sometimes behaved in an unfamiliar fashion but is unable to interpret the differences.

Language

Able to generalize about the most elementary language operations and language learning tasks. Has the beginnings of a heightened awareness of English and how in many ways it is related to the second language. Understands that ideas are communicated through language but that each language has its particular system. Is aware that nonlinguistic elements such as gestures and facial expressions play an important role in communication. Understands that errors made in language skills development are to be expected and used to improve future learning of the language.

Level II

Listening

Able to understand sentence-length utterances that consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Distinguishes sound and intonation patterns of most learned statements, questions, and commands. Content will be related to textual or specially prepared materials. Understanding is often uneven: repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Speaking

Able to satisfy classroom needs using learned utterances, occasionally expanding these through simple recombinations of their elements. Uses correct intonation and stress only with well-learned utterances and still experiences interference from the first language in pronunciation, stress, and intonation. Asks questions and makes statements involving learned material. Exhibits some flexibility in such areas as retelling very familiar material in its most basic form. Errors are frequent.

Reading

Reads intensively and analytically short passages from specially prepared material or some uncomplicated authentic poetry or prose. Understands main ideas and/or some facts from simple connected material. Understands mastered material, some simple recombinations of mastered elements, and unfamiliar material in a very familiar context. Guesses at some unfamiliar words and phrases by recognition of word roots or lexical/syntactical similarity to the native language. Texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings special interest or knowledge. Some misunderstandings will occur. Reads familiar material orally with reasonable accuracy in pronunciation and phrasing and with some ability to convey meaning.

Writing

Able to write simple, fixed expressions and limited memorized material and some recombinations thereof with appropriate spelling, capitalization, and punctuation conventions. Can write all the symbols of an alphabetic system or an appropriate number of symbols in a different system. Recombines vocabulary and structures that have been learned into brief sentences when given very careful guidance but with frequent misspellings and grammatical mistakes. Takes simple dictation with reasonable accuracy.

Culture

Comprehends familiar situations in the culture. Models with some degree of consistency behavior required for such basic purposes as greeting and leave taking, expressing wants, and asking directions. Makes errors in communicating and modeling behavior as a result of misunderstanding or misapplying assumptions about the culture. Understands that certain words and phrases have specific cultural connotations dissimilar to those of the first culture. Locates and integrates information based on cultural material on such subjects as holidays, sports, the monetary system, etc.

Language

Able to generalize about more advanced language operations and to apply this knowledge to immediate language learning tasks. Continues to improve understanding the way English operates as a result of language study. Understands that each language may have a different means of expressing feelings and ideas. Understands that some features of the second language such as intonation patterns, nonlinguistic elements, word order, alphabet system etc., may be nearly identical to or totally different from the first language. Recognizes that, although some features are unique to a language, there are language universals that help one further understand previously learned languages and facilitate the learning of additional languages. Begins to analyze own production to discover and correct errors. Begins to develop other language learning techniques that can be applied to future language learning.

APPENDIX J

Lesson Planning and Documenting for Mastery

Sample Excerpt from Curriculum Guide Spanish I, Grade 7

Essential Element—Writing

Skills and concepts that result in the production of essential messages and in the communication of everyday situations using basic constructions and simple vocabulary.

Subelement

Write from dictation

Objective

The learner will be able to write a brief passage (three to four sentences) from teacher dictation of simple familiar material.

Suggested Teaching Activities

1. The teacher reads a passage to the students who have copies with some words deleted. The students fill in the missing words as they listen.
2. The teacher gives students word, phrase, and simple sentence dictations at the board and/or at their seats.

Suggested Reteach Activities

1. The teacher gives word and phrase dictation from recombined material.
2. The teacher asks small groups of students to dictate words, phrases, and sentences to one another from well-learned material.

Suggested Extension Activities

1. The teacher gives passage dictation from previous reading selections. (Sentence-length utterances.)
2. The teacher reads several incomplete sentences, which students take down and complete for later use. This may also be done by tape recording.

Suggested Evaluation Activities

1. The students listen to a taped telephone conversation and take down important information such as the name of the caller, the place the caller is calling from, and an abbreviated version of the message. The teacher checks the accuracy of the message.
2. The teacher reads a sentence, repeats it by phrases, repeats it again for student checking. Same procedure for each of the three or four sentences.

Materials

Persona a Persona 1, Macmillan

Sample Lesson Plan

TLW = The learner will

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Thursday 2/4/88		9:50-10:35
S P A N I S H L E V E L I	Objective —TLW be able to write a sentence-level dictation from recombined material (3-4 sentences).	
	Warmup/Focus —Adjective agreement, personal questions/Role and importance of dictation.	
	Activities —Read aloud recombined material for listening and practice (T). Answer teacher questions on passage(s).	
	Do word/phrase/sentence dictation while students are at board and seats (same passage) (+).	
	Evaluation —Activity 2	
	Reteach —Activity 2	
	Extension —Activity 2	
	Homework —Rewrite dictation passage changing <i>María</i> to <i>María y Juan</i> .	

Relates to previous day's lesson on adjective agreement/ Focus sets the stage for how dictation is useful: taking down essential information from the telephone, a lecture, etc.

This material will be a recombination of the very familiar material prepared by the teacher, including several instances of adjective agreement from the previous lesson.

This coding relates directly to the curriculum guide—no additional detail is necessary.

This activity is on tape and does not need direct supervision by the teacher.

The homework assignment would be carefully explained and practiced. Teacher gives students clean copy of dictation used in evaluation activity, and practices with students first sentence to be transformed. Changing singular to plural comes from a previous week's lesson.

Sample Gradebook Entry

February 1988				Dictation (four sent.)					
	M 2	T 3	W 4	TH 5	F 6	M 9	T 10	W 11	TH 12
Abbott, S.				✓					
Anthony, D.				✓					
DiNovo, T.				✓+					
Emory, V.				✓					
Ledbetter, J.				✓					
McMahon, L.				✓					
Randall, T.				✓					
Scafuro, L.				✓+					
Terry, R.				✓-					
Valentine, M.				✓-					

(✓) indicates mastery of the day's dictation activity

(✓+) indicates mastery to the degree that extension activities should be provided

(✓-) indicates need for reteaching activities

Dictation is a skill developed over time. Consequently, while the class period in this instance emphasized development of the skill, mastery cannot be indicated until students have been exposed to multiple dictation activities. The gradebook entry reflects the activity and the progress toward mastery being made.

Sample Excerpts from Curriculum Guide For Objectives To Be Taught (Spanish, Level I, Grade 9)

I. Essential Element—Speaking

Skills and concepts that result in the ability to respond to most routine questions, statements, and commands; to speak intelligibly and use vocabulary sufficient to express oneself simply; and to discuss situations relevant to everyday life.

Subelement

Use expressions needed for daily life situations.

Learner Outcomes

- The student will use expressions appropriately in daily life situations.
- The student will use request forms appropriate to the classroom in the course of the semester.
- The student will use the target language to ask permission.
- The student will use the target language to express emotions.

Teaching Activities

After introducing basic request forms for use in the classroom, the teacher encourages the students to use them in the course of each class session. Example *¿Me permite...? ¿No entiendo? ¿Cómo se dice?*

After introducing the use of the verb *poder* as a means of requesting permission, the teacher has the students request an object from their partners in groups of three.

The teacher sets up a roleplaying situation, assigns the student a role, then directs the student to perform certain functions in that role.

Evaluation

The teacher tells the student to imagine he or she is in a bank, needs to exchange a traveler's check but does not have a pen or a pencil, and must ask someone to borrow a pencil.

Materials

Nuestros Amigos, Harcourt Brace Jovanovich, Inc.

II. Essential Element—Culture

Concepts that result in the production of essential messages and in the communication of everyday situations using basic constructions and simple vocabulary.

Subelement

Understand that behavior is conditioned by culture.

Learner Outcome

The student will observe instances of behavior in the target culture that are unfamiliar.

Teaching Activities

The teacher provides the students with a list of phrases to inject in conversation to offset any inadvertent missteps in communication. Phrases would include such explanations as, "I don't speak X fluently yet. Would you repeat that? Could you speak more slowly/louder?" Students then practice the phrases while matching them to descriptions of situations where the phrases might be used.

Evaluation

The teacher observes and takes note of a student's ease and frequency in the use of the phrases taught.

Materials

Nuestros Amigos, Harcourt Brace Jovanovich, Inc.

Teaching Culture, (Seelye), National Textbook Company

Sample Lesson Plan

TLW = The learner will

Monday 4/11/88		Tuesday 4/12/88	
9:50-10:45		9:50-10:45	
III S P A N I S H L E V E L I	Objective 1 —TLW be able to use expressions needed for daily life situations (permission with <i>poder</i>).	Objective 1 —same as Monday (4/11/88)	
	Objective 2 —TLW understand that behavior is conditioned by culture.	Objective 2 —same as Monday (4/11/88)	
	Warmup/Focus —Review of prepositions of location with personal questions/situations requiring asking permission: classroom (May I open the window, close the door? Etc.) Relate to cultural behavior and its uniqueness.	Warmup —situations by teacher requiring students to ask permission.	
	Activities —Pattern drill, page 133	Focus —same as Monday (4/11/88), stressing how politeness differs between/among cultures.	
	Exercise, page 133	Activities —roleplaying (in guide) additional examples	
	Roleplaying (in curriculum guide)	Reteach —roleplaying activities used on Monday	
	Reteach —Exercise, page 133	Extension —additional small group roleplaying	
	Extension —Small group roleplaying	Evaluation —(in curriculum guide)	
	Review infinitive forms of verbs from previous lessons.	Homework —Invent a four-line dialog (two persons) to be presented with a partner in class; dialog uses a situation requiring a request for permission using <i>poder</i> .	
	Homework —Complete incomplete sentences with appropriate infinitive or form of verb <i>poder</i> .		

Two objectives are to be taught. Objective 1 will be formally evaluated on the following day. Objective 2 will be evaluated at a later time.

This activity reflects material studied previously to be reviewed today for use in expressions requesting permission.

Sample Grid Entry for Speaking

	Abbott	Anthony	DiNovo	Emory	Ledbetter	McMahon	Randall	Scafuro	Terry	Valentine
Communication	3	2	1	2	2	3	1	3	3	2
Grammar	2	2	1	2	2	2	2	2	2	2
Pronunciation	2	2	1	2	2	2	1	2	2	2
Vocabulary	3	2	2	3	3	3	2	3	2	3
Composite	10	8	5	9	9	10	6	10	9	9

Evaluation activity is judged according to four criteria:

Communication—3 pts.

Grammar—2 pts.

Pronunciation—2 pts.

Vocabulary—3 pts.

Composite—10 pts.

Conversion for gradebook:

10 = 100

9 = 90

8 = 80, etc.

Gradebook Entry

							Speaking (Permission)			
Abbott							100			
Anthony							80			
DiNovo							50*			
Emory							90			
Ledbetter							90			
McMahon							100			
Randall							60*			
Scafuro							100			
Terry							90			
Valentine							90			

The function of "asking permission" will be evaluated several times. The grade here represents progress toward mastery for this skill.

*Asterisks indicate remediation needs.

APPENDIX K

Selected Professional Organizations

ACTFL (American Council on the Teaching
of Foreign Languages)
Edward Scebold, Executive Director
ACTFL
579 Broadway
Hastings-on-Hudson, NY 10706

AATF (American Association of Teachers
of French)
Fred M. Jenkins, Executive Director
AATF, 57 E. Armory Avenue
Champaign, IL 61820

AATG (American Association of Teachers
of German)
523 Building, Suite 201
Rt. 38
Cherry Hill, NJ 08034

ACL (American Classical League)
ACL
Miami University
Oxford, OH 45056

ACTR (American Council of Teachers of Russian)
Dan Davidson
Russian Department
Bryn Mawr College
Bryn Mawr, PA 19010

AATSP (American Association of Teachers
of Spanish & Portuguese)
James R. Chatham, Executive Director
AATSP, Lee Hall 218
Mississippi State University
Ms. State, MS 39762-6349

CAMWS (Classical Association of the Middle
West and South)
Roy E. Lindahl, Secretary-Treasurer
Department of Classical and Modern Languages
Furman University
Greenville, SC 29613

SWCOLT (Southwest Conference on Language
Teaching)
Ms. Jan Herrera
Acting Executive Director
13355 Albion Circle
Thornton, CO 80241

TCA (Texas Classical Association)
Doris Kays, Executive Secretary-Treasurer
2535 Turkey Oak
San Antonio, TX 78232

TFLA (Texas Foreign Language Association)
Ms. Eugenia Simons
1320 Modiste Drive
Houston, TX 77055

APPENDIX L

Honors Course Application Information

1. Course Title: **Advanced Spanish II Honors**

Contemporary Latin America: Social, Political, and Economic Issues

2. District: Paz ISD

3. Course Description

A study of six Latin American countries from a sociopolitical point of view, the issues that confront them as they compete in the 20th century, and the prospects they face as they emerge from within the third world. This course exceeds the regular advanced language course by stressing a more thorough understanding of the subject content added to the course, as opposed to the linguistic essential elements designated for the course, and including an independent activity requiring performance in the language.

4. Entry Criteria

Prerequisites: Other Languages Level III—Spanish, grade: 90 or above or Advanced Languages I—Spanish, grade: 90 or above

5. Materials

Basic

a. Lado, Robert. *Tesoro Hispánico*. Webster/McGraw Hill Book Co., 1982

Supplementary

a. Hilton, Ronald. *La América Latina de Ayer y de Hoy*. Holt, Rinehart and Winston, 1970.

b. Lewald, H. Ernest. *Latinoamérica: Sus Culturas y Sociedades*. McGraw Hill Book Company, 1973.

6. Instructional Strategies

In *Contemporary Latin America: Social, Political, and Economic Issues*, the teacher will develop the students' cognitive skills of application, analysis, synthesis, and evaluation with activities such as:

- Using what you know about one of the 20th century presidents of Mexico, write a letter he would write to a family member living abroad (application).
- Compare the economic status of a relatively stable country like Costa Rica and an economically depressed country like Peru (analysis).
- Develop a five-point plan for political stability for one of the countries under study (synthesis).
- Describe persuasively the merits of the five-point plan you developed explaining its superiority over other alternatives (evaluation).

The students in the course will be encouraged to engage in creative thinking by participating in activities that emphasize fluency, flexibility, originality, and elaboration. The following activities are sample assignments for the course:

- List as many historical consequences as you can for Cuba and the surrounding area if Castro had not won the revolution (fluency).
- Categorize the items on the list described above from the standpoint of a Cuban, a Floridian, and a Costa Rican (flexibility).
- Express your opinion about the future of Mexico by charting a scenario that would take the country through the 21st century; use Mexico's past as a basis for your ideas (originality).
- Let us assume that the heads of state of Argentina, Mexico, Cuba, Costa Rica, Peru, and Chile agree to a summit meeting. Provide detail about this meeting by choosing a site, an agenda, the issues to be raised and addressed, resource persons to be invited, committees to be formed, long-term plans, etc. (elaboration).

The teacher will identify the cognitive styles of learning of the students by conducting a learning style inventory. The 4 Mat System Model will identify the students as concrete experiential/abstract conceptual and active experimental/reflective observational. Students then will choose from activities that may include group projects, simulations, drill and practice, peer teaching, discussion, teaching games, independent study, programmed instruction, and lecture that complement their identified learning style.

Because raising the proficiency level of the students is of paramount importance in a language course, students will be encouraged to interact with others in Spanish as much as possible. Students will be asked to identify two native informants from any of the countries studied, plan an interview, conduct the interview, transcribe the responses, and draw some conclusions from the information gathered.

7. Essential Elements/Subelements: Expanded/Added

- | | |
|--|---|
| a. Regular course essential elements/subelements
(as found in district's curriculum document) | b. Honors course: expanded/added elements/
subelements |
|--|---|

Advanced Spanish II

- | | |
|---|--|
| <p>(1) Oral communication skills (listening and speaking). Skills and concepts that result in satisfying routine social demands and limited school or work requirements; culture is taught as an integral part of oral communication skills. The student shall be provided opportunities to:</p> <ul style="list-style-type: none"> (a) understand face-to-face speech in a standard dialect on everyday topics (b) follow the essential points of a discussion, speech, or explanation on topics in a special field of interest (c) comprehend oral language when encountered in a variety of media including radio, television, cinema, and theatre (d) express opinions (e) describe particular interests and special fields of choice (f) participate in casual conversations about current events, work, family, and autobiographical information (g) expand the use of fundamental grammatical constructions | <ul style="list-style-type: none"> (h) give a short, oral presentation on a special topic (i) evaluate oral presentations for purpose, organization, and appropriateness of information (j) evaluate concepts and devices in oral presentations, e.g., logical and emotional appeals and use of metaphoric language (k) get into, through, and out of a conversational situation |
| <p>(2) Written communication skills (reading and writing). Skills and concepts that result in the ability to read edited textual material or authentic printed material within a familiar context and to write from personal experience social correspondence and compositions on familiar topics; culture is taught as an integral part of written communication skills. The students shall be provided opportunities to:</p> <ul style="list-style-type: none"> (a) identify main idea and supporting details (b) read news items describing current events (c) understand and write social notes and personal and business letters | |

- (d) read fiction and nonfiction
 - (e) read selections of prose and poetry of moderate difficulty with attention given to style
 - (f) write cohesive summaries and short narrative descriptions on factual topics
 - (g) express personal preferences and observations in some detail
 - (h) understand and use the forms and conventions of written language appropriately
 - (i) use reference works such as dictionaries, encyclopedias, and atlases
 - (j) expand the use of fundamental grammatical constructions
 - (k) Evaluate content, organization, and topic development of one's own writing as well as that of others
- (3) Historical developments of Argentina, Cuba, Mexico, Costa Rica, Peru, and Chile. The student shall be provided opportunities to:
- (a) trace major historical events from early beginnings to the present, emphasizing events since World War II
 - (b) explore the interaction of these countries with the countries in the East and the West

APPENDIX M

Course Titles and Code Numbers

Grades K-6		03110300	Other Languages Level III (1 unit)—Arabic
01440000	Spanish as a Foreign Language, kindergarten	03110400	Advanced Languages I ($\frac{1}{2}$ -1 unit)—Arabic
02441000	Spanish as a Foreign Language, Grade 1	03110500	Advanced Languages II ($\frac{1}{2}$ -1 unit)—Arabic
02442000	Spanish as a Foreign Language, Grade 2	03110600	Advanced Languages III ($\frac{1}{2}$ -1 unit)—Arabic
02443000	Spanish as a Foreign Language, Grade 3	03115700	Language for Special Purposes ($\frac{1}{2}$ unit)—Arabic
02444000	Spanish as a Foreign Language, Grade 4	03115800	Cultural Topics ($\frac{1}{2}$ -1 unit)—Arabic
02445000	Spanish as a Foreign Language, Grade 5	03120100	Other Languages Level I (1 unit)—Japanese
02446000	Spanish as a Foreign Language, Grade 6	03120200	Other Languages Level II (1 unit)—Japanese
02497000	Other Foreign Languages, K-Grade 6	03120300	Other Languages Level III (1 unit)—Japanese
Grades 7-8		03120400	Advanced Languages I ($\frac{1}{2}$ -1 unit)—Japanese
03413000	Other Languages Level I, Grades 7-8 (2 units)—French	03120500	Advanced Languages II ($\frac{1}{2}$ -1 unit)—Japanese
03413100	Other Languages Level II, Grades 7-8 (2 units)—French	03120600	Advanced Languages III ($\frac{1}{2}$ -1 unit)— Japanese
03423000	Other Languages Level I, Grades 7-8 (2 units)—German	03120700	Language for Special Purposes ($\frac{1}{2}$ unit)—Japanese
03423100	Other Languages Level II, Grades 7-8 (2 units)—German	03120800	Cultural Topics ($\frac{1}{2}$ -1 unit)—Japanese
03433000	Other Languages Level I, Grades 7-8 (2 units)—Latin	03400100	Other Languages Level I (1 unit)—Italian
03433100	Other Languages Level II, Grades 7-8 (2 units)—Latin	03400200	Other Languages Level II (1 unit)—Italian
03443000	Other Languages Level I, Grades 7-8 (2 units)—Spanish	03400300	Other Languages Level III (1 unit)—Italian
03443100	Other Languages Level II, Grades 7-8 (2 units)—Spanish	03400400	Advanced Languages I ($\frac{1}{2}$ -1 unit)—Italian
03993000	Other Foreign Languages Level I, Grades 7-8 (2 units)	03400500	Advanced Languages II ($\frac{1}{2}$ -1 unit)—Italian
03993100	Other Foreign Languages Level II, Grades 7-8 (2 units)	03400600	Advanced Languages III ($\frac{1}{2}$ -1 unit)—Italian
03994100	Exploratory Foreign Languages, Grades 7 or 8 ($\frac{1}{2}$ -1 unit)	03400700	Language for Special Purposes ($\frac{1}{2}$ unit)—Italian
Grades 9-12		03400800	Cultural Topics ($\frac{1}{2}$ -1 unit)—Italian
03110100	Other Languages Level I (1 unit)— Arabic	03410100	Other Languages Level I (1 unit)—French
03110200	Other Languages Level II (1 unit)—Arabic	03410200	Other Languages Level II (1 unit)—French

03410300	Other Languages Level III (1 unit)—French	03440100	Other Languages Level I (1 unit)—Spanish
03410400	Advanced Languages I ($\frac{1}{2}$ -1 unit)—French	03440200	Other Languages Level II (1 unit)—Spanish
03410500	Advanced Languages II ($\frac{1}{2}$ -1 unit)—French	03440300	Other Languages Level III (1 unit)—Spanish
03410600	Advanced Languages III ($\frac{1}{2}$ -1 unit)—French	03440400	Advanced Languages I ($\frac{1}{2}$ -1 unit)—Spanish
03410700	Advanced Languages IV ($\frac{1}{2}$ -1 unit)—French	03440500	Advanced Languages II ($\frac{1}{2}$ -1 unit)—Spanish
03410800	Language for Special Purposes ($\frac{1}{2}$ unit)—French	03440600	Advanced Languages III ($\frac{1}{2}$ -1 unit)—Spanish
03410900	Cultural Topics ($\frac{1}{2}$ -1 unit)—French	03440700	Advanced Languages IV ($\frac{1}{2}$ -1 unit)—Spanish
03420100	Other Languages Level I (1 unit)—German	03440800	Language for Special Purposes ($\frac{1}{2}$ unit)—Spanish
03420200	Other Languages Level II (1 unit)—German	03440900	Cultural Topics ($\frac{1}{2}$ -1 unit)—Spanish
03420300	Other Languages Level III (1 unit)—German	03450100	Other Languages Level I (1 unit)—Russian
03420400	Advanced Languages I ($\frac{1}{2}$ -1 unit)—German	03450200	Other Languages Level II (1 unit)—Russian
03420500	Advanced Languages II ($\frac{1}{2}$ -1 unit)—German	03450300	Other Languages Level III (1 unit)—Russian
03420600	Advanced Languages III ($\frac{1}{2}$ -1 unit)—German	03450400	Advanced Languages Level I ($\frac{1}{2}$ -1 unit)—Russian
03420700	Advanced Languages IV ($\frac{1}{2}$ -1 unit)—German	03450500	Advanced Languages Level II ($\frac{1}{2}$ -1 unit)—Russian
03420800	Language for Special Purposes ($\frac{1}{2}$ unit)—German	03450600	Advanced Languages Level III ($\frac{1}{2}$ -1 unit)—Russian
03420900	Cultural Topics ($\frac{1}{2}$ -1 unit)—German	03450700	Language for Special Purposes ($\frac{1}{2}$ unit)—Russian
03430100	Other Languages Level I (1 unit)—Latin	03450800	Cultural Topics ($\frac{1}{2}$ -1 unit)—Russian
03430200	Other Languages Level II (1 unit)—Latin	03460100	Other Languages Level I (1 unit)—Czech
03430300	Advanced Languages I ($\frac{1}{2}$ -1 unit)—Latin	03460200	Other Languages Level II (1 unit)—Czech
03430400	Advanced Languages II ($\frac{1}{2}$ -1 unit)—Latin	03460300	Other Languages Level III (1 unit)—Czech
03430500	Advanced Languages III ($\frac{1}{2}$ -1 unit)—Latin	03460400	Advanced Languages I ($\frac{1}{2}$ -1 unit)—Czech
03430600	Advanced Languages IV ($\frac{1}{2}$ -1 unit)—Latin	03460500	Advanced Languages II ($\frac{1}{2}$ -1 unit)—Czech
03430700	Language for Special Purposes ($\frac{1}{2}$ unit)—Latin	03460600	Advanced Languages III ($\frac{1}{2}$ -1 unit)—Czech
03430800	Cultural Topics ($\frac{1}{2}$ -1 unit)—Latin	03460700	Language for Special Purposes ($\frac{1}{2}$ unit)—Czech

03460800	Cultural Topics ($\frac{1}{2}$ -1 unit)—Czech	03490800	Cultural Topics ($\frac{1}{2}$ -1 unit)—Chinese
03470100	Other Languages Level I (1 unit)—Portuguese	03990100	Exploratory Foreign Languages ($\frac{1}{2}$ unit)
03470200	Other Languages Level II (1 unit)—Portuguese	03993200	Other Foreign Languages Level I (1 unit)
03470300	Other Languages Level III (1 unit)—Portuguese	03993300	Other Foreign Languages Level II (1 unit)
03470400	Advanced Languages I ($\frac{1}{2}$ -1 unit)—Portuguese	03993400	Other Foreign Languages Level III (1 unit)
03470500	Advanced Languages II ($\frac{1}{2}$ -1 unit)—Portuguese	03996000	Advanced Foreign Languages I ($\frac{1}{2}$ -1 unit)
03470600	Advanced Languages III ($\frac{1}{2}$ -1 unit)—Portuguese	03996100	Advanced Foreign Languages II ($\frac{1}{2}$ -1 unit)
03470700	Language for Special Purposes ($\frac{1}{2}$ unit)—Portuguese	03996200	Advanced Foreign Languages III ($\frac{1}{2}$ -1 unit)
03470800	Cultural Topics ($\frac{1}{2}$ -1 unit)—Portuguese	03996500	Foreign Language for Special Purposes ($\frac{1}{2}$ unit)
03480100	Other Languages Level I (1 unit)—Hebrew	03996600	Foreign Language Cultural Topics ($\frac{1}{2}$ -1 unit)
03480200	Other Languages Level II (1 unit)—Hebrew		
03480300	Other Languages Level III (1 unit)—Hebrew		
03480400	Advanced Languages I ($\frac{1}{2}$ -1 unit)—Hebrew		
03480500	Advanced Languages II ($\frac{1}{2}$ -1 unit)—Hebrew		
03480600	Advanced Languages III ($\frac{1}{2}$ -1 unit)—Hebrew		
03480700	Language for Special Purposes ($\frac{1}{2}$ unit)—Hebrew		
03480800	Cultural Topics ($\frac{1}{2}$ -1 unit)—Hebrew		
03490100	Other Languages Level I (1 unit)—Chinese		
03490200	Other Languages Level II (1 unit)—Chinese		
03490300	Other Languages Level III (1 unit)—Chinese		
03490400	Advanced Languages I ($\frac{1}{2}$ -1 unit)—Chinese		
03490500	Advanced Languages II ($\frac{1}{2}$ -1 unit)—Chinese		
03490600	Advanced Languages III ($\frac{1}{2}$ -1 unit)—Chinese		
03490700	Language for Special Purposes ($\frac{1}{2}$ unit)—Chinese		

APPENDIX N

Essential Elements for Advanced Languages

§75.62

(d) Advanced languages I, II, III, IV ($\frac{1}{2}$ -1 unit). Advanced languages I, II, III, IV shall include in a sequential program one or more of the following essential elements:

- (1) Oral communication skills (listening and speaking). Skills and concepts that result in satisfying routine social demands and limited school or work requirements; culture is taught as an integral part of oral communication skills. The student shall be provided opportunities to:
 - (A) understand face-to-face speech in a standard dialect on everyday topics;
 - (B) follow the essential points of a discussion, speech, or explanation on topics in a special field of interest;
 - (C) comprehend oral language when encountered in a variety of media including radio, television, cinema, and theatre;
 - (D) express opinions;
 - (E) describe particular interests and special fields of choice;
 - (F) participate in casual conversations about current events, work, family, and autobiographical information; and
 - (G) expand the use of fundamental grammatical constructions.
- (2) Written communication skills (reading and writing). Skills and concepts that result in the ability to read edited textual material or authentic printed material within a familiar context and to write from personal experience social correspondence and compositions on familiar topics; culture is taught as an integral part of written communication skills. The students shall be provided opportunities to:
 - (A) identify main idea and supporting details;
 - (B) read news items describing current events;
 - (C) understand and write social notes and personal business letters;
 - (D) read fiction and nonfiction;
 - (E) read selections of prose and poetry of moderate difficulty with attention given to style;
 - (F) write cohesive summaries and short narrative descriptions on factual topics;
 - (G) express personal preferences and observations in some detail;
 - (H) understand and use the forms and conventions of written language appropriately;
 - (I) use reference works such as dictionaries, encyclopedias, and atlases; and
 - (J) expand the use of fundamental grammatical constructions.

(3) Reading. Skills and concepts that result in the ability to read edited textual material or authentic printed material within a familiar context; culture is taught as an integral part of the skill of reading. The student shall be provided opportunities to:

- (A) do intensive and extensive reading;
- (B) understand ordinary prose which may include such items as personal letters, inscriptions, and technical material; and
- (C) read selections of prose and poetry of moderate difficulty with attention given to style.

APPENDIX O

Essential Elements for Nonsequential Courses

§75.62

(e) Exploratory languages ($\frac{1}{2}$ -1 unit). Exploratory languages shall include in a nonsequential program one or more of the following essential elements:

- (1) Skills and concepts pertaining to the process that is language. The student shall be provided opportunities to:
 - (A) experience the linguistic skills—listening, speaking, reading, and writing;
 - (B) experience various aspects of another culture;
 - (C) analyze and apply grammatical rules;
 - (D) practice different types of language exercises and activities; and
 - (E) examine the subsystems of language, e.g., sounds, grammar, vocabulary, etc.
- (2) Skills in studying a language. The student shall be provided opportunities to:
 - (A) develop accuracy in the observation and the application of linguistic rules;
 - (B) understand that errors are important in learning a language; and
 - (C) practice different language learning techniques.
- (3) Skills in making generalizations about language and culture. The student shall be provided opportunities to:
 - (A) apply and extend knowledge of one language to another language;
 - (B) compare and contrast features of another language with English;
 - (C) recognize the role of nonlinguistic elements in communication; and
 - (D) understand that behavior is conditioned by culture.

(f) Language for special purposes ($\frac{1}{2}$ unit). Language for special purposes shall include in a nonsequential program one or both of the following essential elements:

- (1) Skills and concepts related to traveling in another country. The student shall be provided opportunities to:
 - (A) understand and use words, phrases, and expressions encountered when traveling;
 - (B) demonstrate facility with the mechanics of travel; and
 - (C) understand certain customs and practices of the host country.
- (2) Skills and concepts related to a career. The student shall be provided opportunities to:
 - (A) understand and use specialized words and phrases;
 - (B) perform reading and writing tasks basic to the field of work; and
 - (C) demonstrate an understanding of customs and practices related to the career studied.

(g) **Cultural topics ($\frac{1}{2}$ -1 unit).** Cultural topics shall include in a nonsequential program one or more of the following essential elements:

- (1) Historical development of a selected region or country. The student shall be provided opportunities to:
 - (A) recognize the interaction of the region or country with the rest of the world;
 - (B) trace historical events from the beginnings to the present; and
 - (C) identify significant personalities in the development of the region or country.
- (2) Geographical aspects of and related influences on a selected region or country. The student shall be provided opportunities to:
 - (A) understand the influence of geography on the historical development of the region or country; and
 - (B) explore the interrelationships between the physical and cultural environments
- (3) Cultural aspects of a selected region or country. The student shall be provided opportunities to:
 - (A) understand the social, cultural, and economic changes that have affected lifestyles;
 - (B) recognize the variation of cultural patterns within the region or country;
 - (C) understand the role of religion and tradition in shaping a people's actions; and
 - (D) explore the art, music, literature, drama, and other culturally related activities of the region or country.
- (4) Linguistic aspects of a selected region or country. The student shall be provided opportunities to:
 - (A) understand, reproduce, read, and write common expressions and vocabulary used in the region or country studied; and
 - (B) describe general aspects of the language based upon the linguistic experiences provided.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.



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Austin, Texas
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